



# **QUALIFICATION HANDBOOK**

## **SVQ in Management at SCQF Level 7**

***Qualification reference number: GN7L 47***

<b>Contents</b>	<b>Page</b>
1. Introduction	3
2. Qualification objective(s)	3
3. Progression	3
4. Entry requirements	4
5. Qualification structure	4
6. Assessment	6
7. Assessors	10
8. Internal verification	11
9. Internal verifiers	12
10. External verification	13
11. Certification	14
12. Equality and diversity	14
13. Fees	14

## **Appendices**

Appendix 1 – Candidate template documents	15
Appendix 2 – Units	16
Appendix 3 – Assessment template documents	106
Appendix 4 – Assessor template documents	113
Appendix 5 – Internal Verifier template documents	115

<b>Document control and history</b>	
Document status:	External
Owner:	JM
Version and date:	Version 1 – February 2018
Summary of revisions:	Revisions to V1: N/A

## **1. Introduction**

1.1 This qualification has been developed to seek to ensure that managers at this level meet minimum requirements of technical competence and health and safety.

1.2 These requirements have been specified in the National Occupational Standards (NOS) developed by the Sector Skills Council (SSC) Skills CFA in liaison with employers and industry/ sector representatives. This qualification is based upon those NOS and incorporates the Qualification Structure approved by SQA Accreditation.

1.3 Successful completion of this qualification will allow candidates to show they have sufficient knowledge, understanding and skills to demonstrate competence in management at this level.

1.4 This Handbook provides the information required to assist approved centres in delivering the qualification and preparing candidates for assessment. This includes some template forms that may be used / adapted by centres. Note that you are able to create your own, or use existing forms for this purpose. Alternatively, QFI makes its E-Portfolio system available to its approved centres.

This document should be read in conjunction with QFI's policies and the Centre Handbook.

## **2. Qualification objective(s)**

2.1 The qualification is suitable for apprentices / those already in employment that wish to develop their knowledge and skills in management at this level.

2.2 In order to do this, the qualification covers technical and health and safety standards, and supports roles relating to management at this level.

## **3. Progression**

3.1 This qualification is primarily designed to allow candidates to progress to employment in roles relating to management. These roles may be in addition to other roles. Successful completion of this qualification may therefore lead to additional employment opportunities.

3.2 Candidates achieving this qualification may also wish to progress to higher level qualifications in management.

3.3 Candidates may also choose to undertake qualifications in more generic subjects such as a health and safety in the workplace; business and administration.

## 4. Entry requirements

4.1 Candidates must be at least 16 years of age to be able to undertake this qualification.

4.2 Candidates taking this qualification must be made fully aware of what this entails. Centres must be satisfied that candidates have the experience and skills and will have sufficient assessment opportunities within their job role to provide evidence of competence for this qualification. Where this may not be the immediate case, candidates should check with their employer whether they are able to go out with departmental or immediate job role boundaries to gain the necessary assessment opportunities.

4.3 A sample induction checklist is included at Appendix 1.

## 5. Qualification structure

5.1 The structure for this qualification is set by the Standard Setting function of QFI and approved by SQA Accreditation.

5.2 To achieve this qualification candidates must achieve:

- 4 mandatory units
- 3 optional units

### Mandatory Units

All candidates must complete the following four units

SSC code	Title of mandatory unit (must complete all four units)	SCQF level	SCQF credits
CFAM&LAA2	Develop your knowledge, skills and competence	7	6
CFAM&LBA3	Lead your team	7	9
CFAM&LDB4	Manage people's performance at work	7	14
CFAM&LEB1	Provide healthy, safe, secure and productive working environments and practices	7	7

Plus three of the following optional units:

SSC code	Title of mandatory units for this route (must complete three units)	SCQF level	SCQF credits
CFAM&LBA9	Develop operational plans	8	11

CFAM&LBA7	Promote equality of opportunity, diversity and inclusion	8	9
CFAM&LCA4	Implement change	8	11
CFAM&LDD1	Develop and sustain productive working relationships with colleagues	6	6
CFAM&LDA2	Recruit, select and retain people	9	14
CFAM&LDC2	Support individuals' learning and development	7	6
CFAM&LDC5	Help individuals address problems affecting their performance	6	5
CFAM&LDB1	Build teams	7	8
CFAM&LDB8	Manage conflict in teams	7	5
CFAM&LDD6	Lead meetings to achieve objectives	7	4
CFAM&LDC4	Coach individuals	7	6
CFAM&LDA6	Initiate and follow disciplinary procedures	6	6
CFAM&LDA7	Initiate and follow grievance procedures	6	6
CFAM&LEA4	Manage budgets	7	11
CFAM&LEA3	Manage the use of financial resources	8	14
CFAM&LEB3	Manage physical resources	8	5
CFAM&LEB4	Manage the environmental and social impacts of your work	8	4
CFAM&LEC5	Use information to take effective decisions	8	4
CFAM&LEC4	Communicate information and knowledge	7	3
CFAM&LFA5	Manage projects	8	11
CFAM&LFE3	Prepare for and participate in quality audits	8	6
CFAM&LFD3	Manage customer service	6	9
CFAM&LBB3	Manage corporate social responsibility (CSR)	8	14
CFAM&LCA5	Evaluate change	9	6
CFAM&LDA3	Induct individuals into their roles	6	4
CFAM&LDA4	Manage the redeployment of people	7	7
CFAM&LDB7	Manage flexible working	8	8

CFAM&LDB9	Promote staff wellbeing	6	5
CFAM&LDC3	Mentor individuals	6	5
CFAM&LFE2	Manage quality audits	7	7
CFAM&LFC3	Sell products and services	9	5
CFAM&LDD3	Develop and sustain collaborative relationships with other departments	7	5
CFACSC5	Monitor and solve customer service problems	6	6
CFACSD8	Work with others to improve customer service	6	8
CFAM&LEB2	Obtain physical resources	8	5
CFAM&LFA2	Implement operational plans	8	5

All units are included in Appendix 2 of to this document.

## 6. Assessment

### 6.1 Roles and responsibilities

There are a number of people involved in the assessment process and the role of each needs to be clearly understood by each.

- Candidates – must familiarise themselves with the content of the units that they are taking and how these are to be assessed. They should co-operate with the assessment process, looking for opportunities to evidence the elements and gathering evidence where this arises. Candidates must take on board feedback from their assessor and work with their assessor to develop realistic plans for assessment. An Assessment Plan and Review template is included at Appendix 3.
- Assessors - must familiarise themselves with the content of the units that they are assessing and how these are to be assessed. They must assist candidates in identifying assessment opportunities, gathering, and presenting evidence. Assessors must assess all elements and record these assessments. Templates for recording elements, and for unit achievement, are at Appendix 4. Assessors must feedback and work with candidates to identify any gaps and develop realistic plans for assessment. They must also work with the Internal Verifier and External Verifier to ensure a common standard of assessment.
- 
- Internal Verifiers – sometimes known as Internal Quality Assurers (IQAs), their role is to ensure that the assessment process is appropriate, consistent, fair and transparent; that assessors receive on-going support and that they are assessing to a common standard; and that awards are valid, reliable and consistent. IVs

must develop a strategy that includes standardisation activities such as reviewing samples of evidence from each assessor, and countersigning the decisions of unqualified assessors.

- External Verifiers - sometimes known as External Quality Assurers (EQAs), are appointed by QFI and are independent of the centre. Their role is to check that internal processes are in place to ensure robust, consistent assessment. This includes sampling assessment evidence.

## **6.2 SCQF level 7 descriptors**

This qualification is pitched at SCQF level 7. The following are descriptions of what a candidate should be able to do or demonstrate at SCQF level 7. These are for guidance only – it is not expected that every point will be covered.

### **Knowledge and understanding**

Demonstrate and/or work with: An overall appreciation of the body of knowledge that constitutes a subject/discipline/sector; Knowledge that is embedded in the main theories, concepts and principles of the subject/discipline/sector; An awareness of the dynamic nature of knowledge and understanding; An understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference.

### **Practice: Applied knowledge, skills and understanding**

Apply knowledge, skills and understanding: In practical contexts; In using some of the basic and routine professional skills, techniques, practices and/or materials associated with the subject/discipline/sector; To practise these in both routine and non-routine contexts.

### **Generic cognitive skills**

Present and evaluate arguments, information and ideas that are routine to a subject/discipline/sector; Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.

### **Communication, IT and numeracy skills**

Use a wide range of routine skills and some advanced skills associated with a subject/discipline/sector, for example: Convey complex ideas in well-structured and coherent form; Use a range of forms of communication effectively in both familiar and unfamiliar contexts; Select and use standard ICT applications to process and obtain a variety of information and data; Use a range of numerical and graphical skills in combination; Use numerical and graphical data to measure progress and achieve goals/targets.

### **Autonomy, accountability and working with others**

Exercise some initiative and independence in carrying out defined activities at a professional level in practice or in a subject/discipline/sector: Accept supervision in

less familiar areas of work; Exercise some managerial or supervisory responsibility for the work of others within a defined and supervised structure; Manage limited resources within defined areas of work; Take the lead in implementing agreed plans in familiar or defined contexts; Take account of own and others' roles and responsibilities when carrying out and evaluating tasks; Work, under guidance, with others to acquire an understanding of current professional practice.

### **6.3 The assessment process**

Assessment for this qualification, and for individual units that comprise the qualification, must take place in accordance with the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

This document translates the requirements of the assessment strategy and gives guidance to ensure that centres meet these.

Centres delivering the qualification must ensure that assessors and Internal Verifiers are aware of the assessment strategy and how to access this. External Verifiers may check this requirement during monitoring visits to centres.

Assessment involves the following key stages: planning; producing evidence; assessing evidence; recording. Each of these is considered in more detail below.

#### **6.3.1. Planning**

The assessor must create an Assessment Plan with each candidate that he/ she will be assessing. The Assessment Plan will need to be reviewed as the candidate progresses through the units. A template for assessment planning and review is at Appendix 3 of this document.

A wide range of assessment methods exist that can be used to assess knowledge and skills. Methods of assessment that are commonly used for assessing competence based qualifications such as N/SVQs include the following:

- Product evidence – this relates to the outcome of the candidate's work, and the actual product that is generated as a result of their work.
- Direct observation – where an assessor (or credible witness) will directly observe the candidate undertaking certain tasks/ creating products that occur as part of their role. Observations must be referenced to the elements covered
- Question/ answer – these will often supplement the methods above, for example the assessor may ask the candidate a number of questions whilst they are undertaking a task. Questioning is a useful way to establish knowledge and to generate evidence of this
- Witness testimony – credible witnesses may be identified who can for example testify that the candidate can successfully undertake certain tasks
- Personal statement – declaration made by the candidate that should be referenced to elements

Centres should ensure that their Assessors use the methods above to assess candidates for this qualification.

Template assessment documents including an Assessor Report can be found at Appendix 3.



### **6.3.2 Producing evidence**

Evidence of occupational competence of all units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the (SVQ) competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- RWE is managed as a real work situation.
- Assessment must be carried out under realistic business pressures.
- All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations.
- Learners must be expected to achieve a volume of work comparable to normal business practices.
- The range of services, products, tools, materials and equipment that the learners use must be up to date and available.
- Account must be taken of any legislation or regulations in relation to the type of work that is being carried out.
- Learners must be given workplace responsibilities to enable them to meet the requirements of the units.
- Customer perceptions of the RWE is similar to that found in the work situation being represented.
- Learners must show that their productivity reflects those found in the work situation being represented.

### **6.3.3 Assessing evidence**

Evidence must be assessed against the units/ elements to establish whether the candidate is competent with regards to their performance and knowledge. In order to achieve the qualification candidates must achieve a 'pass'. The evidence must show that the candidate consistently (i.e. on more than one occasion) meets all of the elements across the scope/range of each unit.

If there is insufficient evidence to make this judgement then plans must be made as to how the candidate can produce further evidence in order to demonstrate competence.

Assessors must check that the evidence produced is sufficient in volume, relevant and current. They must also be confident that the evidence has been generated by the candidate. Assessors and candidates normally sign documentation to declare that the evidence produced is that of the candidate and no other.

#### **6.3.4 Recording evidence**

Evidence (or reference to where certain evidence is located) is normally kept in a portfolio. This may be paper-based or electronic. All evidence contained within the portfolio must be clearly referenced to the units and elements. Candidates' progress can therefore be tracked. Note that certain pieces of evidence can be recorded across more than a single element. Tracking is important to show where this is that case.

It is helpful to give each piece of evidence a number so that this can be mapped across elements. See the template forms at Appendix 4. Assessment decisions made against the evidence must also be recorded so that an IV or an EV can see these. All evidence must be kept for internal and external verification.

## **7. Assessors**

7.1 The occupational competence of assessors is defined in the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

7.2 The roles and responsibilities of assessors is outlined in the section above.

Assessors must be competent to perform their role and either hold the qualifications needed to carry out assessment – or achieve within 18 months of commencing their role:

- D32 or D33
- A1
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification as identified by SQA Accreditation
- any equivalent

Assessors must also:

- have a sound, in-depth knowledge of, and uphold the integrity of, the relevant NOS and Assessment Strategy to enable them to carry out assessment to the standards specified
- be “occupationally competent”. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed
- only assess in their acknowledged area of occupational competence
- maintain the currency of this for the duration of their role
- know QFI’s requirements for recording assessment decisions and maintaining assessment records

7.3 Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

7.4 Assessors must be registered with QFI. The Centre Handbook provides details.

7.5 The assessment decisions of unqualified assessors must be countersigned by a suitably qualified assessor or the IV.

7.6 All assessors and verifiers are required to maintain current Team Leading and Management competence to deliver these functions. Such information must be formally recorded in individual CPD records that maintained in assessment centres.

## **8. Internal verification**

8.1 Centres’ internal assessment processes and practices must be effective and support the integrity and consistency of the qualification. This is achieved through the internal quality assurance that is undertaken by the approved centre, and the external quality assurance that is undertaken by QFI. Centres must operate explicit, written internal quality assurance procedures to ensure the accuracy and consistency of assessment decisions between assessors operating at the centre and that assessors are consistent in their interpretation and application of the qualifications or unit(s) learning outcomes

8.2 Centres must appoint IVs who will be responsible for:

- regular sampling evidence of assessment decisions made by all assessors across all aspects of assessment for the qualification. Sampling must include direct observation of assessment practice

- maintaining up-to-date records of IV and sampling activity (what was evidence was sampled or assessors / IV observed where there is more than one) and ensuring that these are available for external quality assurance
- establishing procedures to ensure that all assessors interpret the learning outcomes in the same way
- monitoring and supporting the work of assessors
- facilitating appropriate staff development and training for assessors
- providing feedback to the EV on the effectiveness of assessment
- ensuring that any corrective action required by QFI is carried out within agreed timescales.

8.3 Centres must ensure that the decisions of unqualified IVs are checked, authenticated and countersigned by an IV who is appropriately qualified and occupationally expert. QFI will monitor a centre's compliance with these requirements through monitoring visits and certification claims.

8.4 The IV is also responsible and accountable for arranging the checking and countersigning process. IVs may verify only evidence that they did not assess themselves. Further guidance on internal quality assurance/verification is provided in the **Centre Handbook**. Appendix 5 of this document indicates suggested content for an IV strategy, and a template for sampling assessment evidence.

8.5 All assessors and verifiers are required to maintain current Team Leading and Management competence to deliver these functions. Such information must be formally recorded in individual CPD records that maintained in assessment centres.

## 9. Internal verifiers

9.1 The occupational competence of IVs is defined in the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

9.2 The roles and responsibilities of IVs is outlined above. IVs must competent to perform their role and either hold the qualifications needed to carry out internal verification – or achieve within 18 months of commencing their role:

- D34
- V1
- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification as identified by SQA Accreditation
- Equivalent

9.3 It is strongly recommended that IVs also hold assessor qualifications (see section above). Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

9.4 IVs must be registered with QFI. The Centre Handbook provides details.

## **10. External verification**

10.1 External verification of this qualification ensures that the requirements are met for the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

10.2 To be able to externally verify EVs must:

- be “occupationally competent”. EVs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business

and one of either of the following:

- hold an appropriate qualification as specified by SQA Accreditation regulatory authority, confirming their competence to verify assessments. EVs holding older qualifications must be able to demonstrate that they are verifying to the current standards.

or

- be working toward an appropriate qualification, as specified by SQA Accreditation regulatory authority. If EVs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EV and should be supported by a qualified EV throughout their training period.

and

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process.

10.3 Centre visits will normally take place on an annual basis, though these could be more frequent if deemed necessary as a result of QFI’s risk assessments. The Centre Handbook provides further details on external verification including to prepare for centre visits.

## **11. Certification**

11.1 Note that there is a lapsing period of four years for this qualification. This means that when the qualification expires, is withdrawn or replaced by a revised version, candidates registered have four years from the expiry date in which to complete the qualification. This will allow sufficient time for candidates to compete and allow for currency of evidence.

## **12. Equality and diversity**

12.1 This qualification must be assessed in English.

12.2 Assessment must be inclusive and where appropriate reasonable adjustments made to ensure equality of access in line with QFI's Equality and Diversity Policy. Full details are included in the QFI Centre Handbook.

12.3 Special consideration is not normally given for competence based qualifications as it is necessary for candidates to demonstrate that they have the necessary skills and knowledge to achieve the qualification and operate safely in the workplace.

12.4 Equality data will be collected at the point of registration. This is for monitoring purposes only and will include age, gender, ethnicity, and disability.

## **13. Fees**

13.1 The current fees for this qualification, and for individual units, are included in the QFI Fees and Invoicing document. This document also details what is/ is not included in fees.

13.2 Fees may be broken down to a reasonable level upon request to QFI.

## APPENDIX 1 - CANDIDATE TEMPLATE DOCUMENTS

### Sample Form Induction checklist

This document indicates what may be covered as part of a candidate's induction. This list is not exhaustive.

	Tick
Qualification information: <ul style="list-style-type: none"> <li>• Units</li> <li>• Structure</li> <li>• Summary of assessment</li> <li>• Awarding body</li> </ul>	
Roles and responsibilities: <ul style="list-style-type: none"> <li>• Candidate</li> <li>• Assessor</li> <li>• Internal Verifier</li> <li>• External Verifier</li> </ul>	
Training and assessment process: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Collection of evidence (including methods)</li> <li>• Review of evidence</li> <li>• Feedback on evidence</li> <li>• Verification of evidence</li> <li>• Certification</li> </ul>	
Policies: <ul style="list-style-type: none"> <li>• Complaints</li> <li>• Appeals</li> <li>• Malpractice</li> <li>• Data protection</li> <li>• Health and safety</li> <li>• Equality (including reasonable adjustments/ additional support)</li> </ul>	
Forms: <ul style="list-style-type: none"> <li>• Enrolment</li> <li>• Other</li> </ul>	
I confirm that I have received this induction and the associated documents:  Candidate name: .....  Candidate signature: .....  Date: .....	

## APPENDIX 2

### MANDATORY UNITS

#### CFAM&LAA2

#### Develop your knowledge, skills and competence

##### Overview

This standard is about taking responsibility for developing your own knowledge, skills and competence to meet the current and future requirements of your work and to support your personal and career development. This standard is relevant to all managers and leaders. This standard links closely to CFAM&LAA1 Manage yourself. It also links to the standards in key area DC Develop and support individuals which are about helping others to develop their knowledge, skills and competence.

##### Performance criteria

You must be able to:

- P1 Monitor trends and developments in your sector and area of professional expertise and evaluate their impact on your work role.
- P2 Evaluate, at appropriate intervals, the current and future requirements of your work role, taking account of the vision and objectives of your organisation
- P3 Identify the learning methods which work best for you and ensure that you take these into account in identifying and undertaking development activities
- P4 Identify any gaps between the current and future requirements of your work role and your current knowledge, skills and competence
- P5 Discuss and agree, with those you report to, a development plan which both addresses any identified gaps in your knowledge, skills and competence and supports your own career and personal goals
- P6 Undertake the activities identified in your development plan and evaluate their contribution to your performance
- P7 Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback
- P8 Review and update your development plan in the light of your performance, any development activities undertaken and any wider changes.

##### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The principles which underpin professional development.
- K2 How to evaluate the current requirements of a work role and how the requirements may evolve in the future.
- K3 How to monitor changes, trends and developments.
- K4 How to evaluate the impact of different factors on your role.
- K5 How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills.
- K6 What an effective development plan should contain and the length of time that it should cover.



- K7 The importance of taking account of your career and personal goals when planning your professional development.
- K8 The range of different learning methods and how to identify the methods which work best for you.
- K9 The type of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence.
- K10 How to evaluate the extent to which development activities have contributed to your performance.
- K11 How to update development plans in the light of your performance, any development activities undertaken and any wider changes.
- K12 How to identify and use appropriate sources of feedback on your performance.

Industry/sector specific knowledge and understanding

- K13 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

Context specific knowledge and understanding

- K14 The requirements of your work role including the limits of your responsibilities.
- K15 Your own career and personal goals.
- K16 Your preferred learning methods.
- K17 Your current levels of knowledge, skills and competence.
- K18 Identified gaps in your current knowledge, skills and competence.
- K19 Your personal development plan.
- K20 Available development opportunities and resources in your organisation.
- K21 Your organisation's policy and procedures in terms of personal development.
- K22 Possible sources of feedback in your organisation.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance
- 3 Develop knowledge, understanding, skills and performance in a systematic way
- 4 Encourage and welcome feedback from others and use this feedback constructively
- 5 Reflect on your experiences and use the lessons to guide your decisions and actions
- 6 Agree challenging but achievable objectives
- 7 Demonstrate awareness of your own values, motivations and emotions
- 8 Give a consistent and reliable performance
- 9 Recognise and make the most of your own strengths
- 10 Recognise your limitations and seek to minimise their impact
- 11 Make effective use of available resources
- 12 Seek new sources of support when necessary

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Evaluating
- Learning
- Obtaining feedback
- Planning
- Reflecting
- Reviewing
- Self-assessment

Setting objectives

Developed by: CFA Business skills @ work

Version: 2.0

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LAA2

Relevant occupations: Managers and Senior Officials; Marketing occupations; Team Leader; Animal Facility Manager; Operations Manager; Communications Officer; Economic Development Officer; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Farmer; Director; Farm Manager; Unit Manager

Suite: Management & Leadership; Marketing (2013); Animal Technology; Local Government Skills; Cultural and Heritage Venue Management; Agricultural Management

Key words: Management & leadership; develop; knowledge; skills; competence; Marketing; venue;

**CFAM&LBA3**

**Lead your team**

**Overview**

This standard is about providing direction to the members of your team and motivating and supporting them to achieve both team objectives and their individual work objectives. It is relevant to team leaders, project managers and other managers who are responsible for leading teams. CFAM&LBA1 Lead your organisation and CFAM&LBA2 Provide leadership in your area of responsibility are complementary standards for managers with wider responsibility. This standard links to a number of other standards in the key area DB Manage teams and also to CFAM&LFA5 Manage projects.

**Performance criteria**

You must be able to:

- P1 Clearly communicate the purpose and objectives of the team to all members.
- P2 Involve members in planning how the team will achieve its objectives.
- P3 Ensure that each member of the team has individual work objectives and understands how these contribute to achieving the objectives of the team and the organisation as a whole.
- P4 Encourage and support team members to achieve their individual work objectives and those of the team and provide recognition when objectives have been achieved.
- P5 Steer the team successfully through difficulties and challenges.
- P6 Encourage and recognise creativity and innovation within the team.
- P7 Empower team members to develop their own ways of working and take their own decisions within agreed boundaries.
- P8 Encourage team members to take responsibility for their own development needs.
- P9 Give team members support and advice when they need it especially during periods of setback and change.
- P10 Motivate team members to present their own ideas and listen to what they say.
- P11 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
- P12 Win, through your performance and behaviour, the trust and support of team members.

**Knowledge and understanding**

You need to know and understand:

#### General knowledge and understanding

- K1 Different ways of communicating effectively with members of a team.
- K2 How to set objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
- K3 How to plan the achievement of team objectives and the importance of involving team members in this process.
- K4 The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
- K5 How to get and make use of feedback from people on your leadership performance.
- K6 How to select and successfully apply methods for motivating, supporting and encouraging team members and recognising their achievements.
- K7 Types of difficulties and challenges that may arise and ways of identifying and addressing them.
- K8 The importance of encouraging others to take the lead and ways in which this can be achieved.
- K9 How to encourage and recognise creativity and innovation within a team.

#### Industry/sector specific knowledge and understanding

- K10 Legal, regulatory and ethical requirements in the industry/sector.

#### Context specific knowledge and understanding

- K11 Individuals within your team, their roles, responsibilities, competences and potential.
- K12 Your team's purpose, objectives and plans.
- K13 The personal work objectives of members of your team.
- K14 The types of support and advice that team members are likely to need and how to respond to these.
- K15 Standards of performance for the work of your team.

#### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Make time available to support others
- 3 Support others to make effective use of their abilities
- 4 Encourage others to take decisions autonomously, when appropriate
- 5 Recognise the achievements and success of others
- 6 Encourage and welcome feedback from others and use this feedback constructively
- 7 Act within the limits of your authority
- 8 Refer issues outside the limits of your authority to appropriate people
- 9 Show integrity, fairness and consistency in decision-making
- 10 Take personal responsibility for making things happen
- 11 Protect your own and others' work against negative impacts
- 12 Seek to understand people's needs and motivations
- 13 Create a sense of common purpose
- 14 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

#### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Following

- Involving others
- Leadership
- Leading by example
- Managing conflict
- Monitoring
- Motivating
- Obtaining feedback
- Planning
- Problem solving
- Providing feedback
- Setting objectives
- Team building
- Valuing and supporting others

Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LBA3

Relevant occupations: Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Operations Manager; Team Leader; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Welding Supervisor;

Suite: Management & Leadership; Marketing (2013); Animal Technology; Cultural & Heritage Venue Operations; Cultural and Heritage Venue Management; Welding Supervision

Key words: Management & leadership; lead; team; team leaders; project managers; Marketing; venue; Welding Supervision.

## CFAM&LDB4

### Manage people's performance at work

#### Overview

This standard is about managing people's performance to ensure the objectives of your area of responsibility are achieved. This standard is relevant to managers and leaders who are responsible for managing people's performance across the organisation or their area of responsibility. This standard covers effective delegation and therefore links closely with CFAM&LFA1 Implement and evaluate strategic business plans, CFAM&LFA2 Implement operational plans, CFAM&LFA4 Manage programmes and CFAM&LFA5 Manage projects.

#### Performance criteria

You must be able to:

P1 Plan with individuals how overall objectives for your area of responsibility will be achieved, identifying any priorities or critical activities and making best use of the available resources.

P2 Delegate responsibilities to individuals on a fair basis taking account of:

P2.1 their skills, knowledge and competence

- P2.2 their backgrounds and experience,  
P2.3 their existing workloads, and  
P2.4 opportunities for their development.
- P3 Agree SMART (Specific, Measurable, Agreed, Realistic and Time-bound) objectives with individuals, including the standard of performance expected.
- P4 Agree with individuals how and when progress towards, and achievement of, objectives will be monitored, reviewed and evaluated.
- P5 Ensure individuals are committed to achieving their objectives and understand their unique contribution to team and organisational objectives.
- P6 Discuss and agree with individuals effective methods for achieving their objectives and the resources, support and supervision they require.
- P7 Provide individuals with the resources, support and supervision agreed and, where required, additional support and/or resources to deal with problems or unforeseen events.
- P8 Monitor progress against objectives and evaluate performance against the standard expected at agreed times.
- P9 Provide individuals with prompt, specific feedback, designed to maintain and improve their performance.
- P10 Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with the individuals concerned.
- P11 Review objectives with individuals at agreed times and evaluate the extent to which they have been achieved.
- P12 Recognise successful achievement of objectives in line with your organisation's policy.
- P13 Review plans, responsibilities and objectives periodically and in the light of changes in personnel and any significant changes to organisational plans and objectives.
- P14 Communicate plans, responsibilities and objectives and any changes to these clearly to those affected.

### **Knowledge and understanding**

You need to know and understand:

#### General knowledge and understanding

- K1 How to plan to meet objectives, identify priorities and critical issues, and use resources effectively.
- K2 How to delegate fairly and effectively.
- K3 How to develop SMART (Specific, Measurable, Agreed, Realistic and Time-bound) objectives with individuals.
- K4 How to clarify with individuals the standards of performance required.
- K5 How to develop and agree with individuals a plan for monitoring, reviewing and evaluating their progress and achievement of objectives.
- K6 How to gain individuals' commitment to their objectives.
- K7 The methods, resources, support and supervision necessary for achieving objectives.
- K8 Cultural differences and how to take these into account when managing people's performance.
- K9 How to provide individuals with feedback designed to maintain and improve their performance.
- K10 The importance of identifying and addressing unacceptable or poor performance, and how to do so.
- K11 The importance of reviewing objectives and performance regularly, and how to do so.
- K12 How to recognise performance in line with your organisation's policy.
- K13 Principles and methods of effective communication and how to apply them.

#### Industry/sector specific knowledge and understanding

- K14 Industry/sector requirements for the development or maintenance of knowledge, skills and competences.
- K15 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

#### Context specific knowledge and understanding

- K16 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.

- K17 The objectives for your area of responsibility.
- K18 The available resources for undertaking the required work.
- K19 The plan of work for your area of responsibility.
- K20 Your organisation's personal and professional development policy and procedures.
- K21 The diversity of your workforce.
- K22 Your organisation's standards or level of expected performance.
- K23 Your organisation's policies and procedures for dealing with poor performance.
- K24 Your organisation's grievance and disciplinary policies and procedures.
- K25 Your organisation's performance appraisal systems.
- K26 Your organisation's reward policy.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Support others to make effective use of their abilities
- 6 Give feedback to others to help them maintain and improve their performance
- 7 Act within the limits of your authority
- 8 Show integrity, fairness and consistency in decision making
- 9 Prioritise objectives and plan work to make the effective use of time and resources
- 10 Clearly agree what is expected of others and hold them to account
- 11 Take pride in delivering high quality work
- 12 Create a sense of common purpose
- 13 Use a range of leadership styles appropriate to different people and situations

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Decision-making
- Delegating
- Empowering
- Evaluating
- Involving others
- Leadership
- Monitoring
- Motivating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives
- Team building
- Valuing and supporting others



Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDB4

Relevant occupations: Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Operations Manager

Suite: Management & Leadership; Marketing (2013); Animal Technology

Key words: Management & leadership; manage; performance at work; Marketing

## CFAM&LEB1

### Provide healthy, safe, secure and productive working environments and practices

#### Overview

This standard is about ensuring that the physical environment and working practices in your area of responsibility comply with your organisation's health and safety policy statement and that physical resources are secure. It recognises that, in the drive for increased productivity, health, safety and security must not be compromised. This standard is relevant to managers and leaders who are responsible for health and safety, security and productivity in their area of responsibility. This standard underpins many of the other standards, particularly those in key area FA Manage business operations and projects. Note that security of information is covered in key area EC Manage information and knowledge.

#### Performance criteria

You must be able to:

- P1 Identify your personal responsibilities and liabilities under health and safety legislation.
- P2 Ensure your organisation's health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant people.
- P3 Ensure the working environments and practices in your area of responsibility comply with your organisation's health and safety policy statement and are reviewed at regular intervals and in light of significant changes.
- P4 Ensure regular consultation takes place with people in your area of responsibility or their representatives on health and safety issues.
- P5 Ensure that a system is in place for identifying health and safety hazards and assessing risks in your area of responsibility.
- P6 Ensure that a system is in place for identifying and assessing risks to the security of resources in your area of responsibility.
- P7 Ensure that prompt and effective action is taken to eliminate or control identified hazards and manage identified risks.
- P8 Refer identified hazards and risks outside your level/area of authority to the appropriate people.
- P9 Ensure that the health and safety of people and the security of resources and information are prime considerations when designing or reviewing working environments and practices.
- P10 Ensure that sufficient resources are allocated across your area of responsibility to deal with health, safety and security issues.
- P11 Seek and make use of specialist expertise, where required.
- P12 Ensure that systems are in place for effective monitoring, measuring and reporting of health, safety and security performance in your area of responsibility.
- P13 Demonstrate your personal commitment to health, safety, security and productivity through your actions.



## **Knowledge and understanding**

You need to know and understand:

### General knowledge and understanding

- K1 Why health, safety and security in the workplace are important.
- K2 Your personal responsibilities and liabilities under health and safety legislation.
- K3 How to keep up with legislative and other developments relating to health and safety.
- K4 The requirement for organisations to have a written health and safety policy statement.
- K5 How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.
- K6 How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development.
- K7 How to identify risks to the security of resources and information and actions you can take to mitigate these risks.
- K8 How and when to consult with people in your area of responsibility or their representatives on health, safety and security issues.
- K9 Sources of specialist expertise in relation to health, safety and security.
- K10 Ways of developing a culture in your area of responsibility which puts health, safety and security first.
- K11 The type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them.
- K12 How to establish systems for monitoring, measuring and reporting on health, safety and security performance in your area of responsibility.
- K13 Why and how health, safety and security should inform planning and decision-making.
- K14 The importance of setting a good example to others in relation to health, safety and security.
- K15 The type of resources required to deal with health, safety and security issues.

### Industry/sector specific knowledge and understanding

- K16 Sector-specific legislation, regulations, guidelines and codes of practice relating to health, safety and security.
- K17 Health, safety and security risks, issues and developments which are particular to the industry or sector.

### Context specific knowledge and understanding

- K18 Other relevant people with an interest in health, safety and security in your area of responsibility.
- K19 Your organisation's written health and safety policy statement and how it is communicated to people who work for your organisation, people in your area and to other relevant parties.
- K20 Sources of specialist expertise.
- K21 The operational plans for your area of responsibility.
- K22 The resources allocated to and across your area of responsibility for health, safety and security.
- K23 Allocated responsibilities for health, safety and security in your area and your organisation in general.
- K24 Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action.
- K25 Whom to refer to when identified hazards or risks are outside your level/area of authority.
- K26 Systems in place for monitoring, measuring and reporting of health, safety and security performance in your area of responsibility.

## **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance



- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Keep people informed of plans and developments in a timely way
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority
- 8 Refer issues outside the limits of your authority to appropriate people
- 9 Watch out for potential risks and hazards
- 10 Identify and raise ethical concerns
- 11 Take personal responsibility for making things happen
- 12 Clearly agree what is expected of others and hold them to account
- 13 Protect your own and others' work against negative impacts
- 14 Identify the implications or consequences of a situation

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Information management
- Involving others
- Leadership
- Monitoring
- Planning
- Presenting information
- Prioritising
- Questioning
- Reporting
- Reviewing
- Risk management
- Thinking systematically

Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LEB1

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Suite: Management & Leadership; Animal Technology; Cultural and Heritage Venue Management

Key words: Management & leadership; healthy; safe; productive; working environment; practices; venue.

## OPTIONAL UNITS

### CFAM&LBA9

#### Develop operational plans

##### Overview

Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. This standard is about developing that operational plan. This standard is relevant to managers and leaders with responsibility for developing operational plans for their area of responsibility. This standard must take account of the organisation's strategy as defined in CFAM&LBA5 Develop your organisation's vision and strategy and CFAM&LBA6 Develop strategic business plans. The implementation of operational plans is covered in CFAM&LFA2 Implement operational plans

##### Performance criteria

You must be able to:

- P1 Engage appropriate people within your area of responsibility and other key stakeholders in developing operational plans.
- P2 Develop operational plans that are consistent with organisational values and strategy and the specific objectives of your area of responsibility.
- P3 Ensure the operational plan complements and exploits synergies with other areas within the organisation.
- P4 Consider both innovative approaches and tried-and-tested solutions.
- P5 Evaluate the risks involved and develop realistic plans to manage significant risks.
- P6 Identify resource requirements and evaluate their availability both now and in the future.
- P7 Identify reliable indicators and methods for monitoring and evaluating the plan.
- P8 Communicate the plan in ways that engage the commitment of those involved and the support of other key stakeholders.
- P9 Review and redefine the operational plan, in the light of changes to organisational strategy or the operating environment.

##### Knowledge and understanding

You need to know and understand:

###### General knowledge and understanding

- K1 How to engage employees and stakeholders in operational planning.
- K2 Principles and methods of short to medium-term planning.
- K3 The importance of creativity and innovation in operational planning.
- K4 How to develop and assign objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
- K5 How to analyse and manage risk.
- K6 How to develop and plan for contingencies.
- K7 How to identify resource requirements and evaluate their availability and sustainability.
- K8 How to develop and use an evaluation framework.
- K9 The principles and methods of effective communication, and how to apply them.

###### Industry/sector specific knowledge and understanding

- K10 Legal, regulatory and ethical requirements in your sector.
- K11 Significant trends and developments in your sector.
- K12 Actual and potential competitors, and their strategies and plans.
- K13 Actual and potential collaborators, and their strategies and plans.

Context specific knowledge and understanding

K14 Your organisation's operating environment.

K15 The overall vision of your organisation and the objectives you are responsible for achieving.

K16 Your organisation's actual and potential customer base.

K17 Opportunities in your organisation's operating environment.

K18 How to respond to opportunities in your organisation's operating environment.

K19 Colleagues and other key stakeholders, and their needs and expectations.

K20 Processes for engaging with employees and their representatives within your organisation.

K21 Sources of information you can use to monitor and evaluate plans.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Seek opportunities to improve performance
- 3 Encourage, generate and recognise innovative solutions
- 4 Present information clearly, concisely, accurately and in ways that promote understanding
- 5 Reflect on your experiences and use the lessons to guide your decisions and actions
- 6 Agree challenging but achievable objectives
- 7 Prioritise objectives and plan work to make effective use of time and resources
- 8 Create a sense of common purpose
- 9 Take account of the impact of your own actions on others
- 10 Work towards a clearly defined vision of the future

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Building consensus
- Communicating
- Consulting
- Decision-making
- Delegating
- Evaluating
- Influencing
- Innovating
- Involving others
- Persuading
- Planning
- Presenting information
- Prioritising
- Reflecting
- Reviewing
- Risk management
- Setting objectives

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work



Original URN: CFAM&LBA9

Relevant occupations: Managers and Senior Officials; Operational Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; Operational plans

## CFAM&LBA7

### Promote equality of opportunity, diversity and inclusion

#### Overview

This standard is about taking a lead in actively promoting equality of opportunity, diversity and inclusion in your organisation. This standard is relevant to managers and leaders with particular responsibility for promoting equality of opportunity, diversity and inclusion within their organisation. This standard links closely with CFAM&LBA5 Develop your organisation's vision and strategy and CFAM&LBA8 Develop your organisation's values and culture.

#### Performance criteria

You must be able to:

P1 Identify your organisation's and your own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.

P2 Engage appropriate people in your organisation and other key stakeholders in promoting equality of opportunity, diversity and inclusion.

P3 Gain the commitment of management to promoting equality of opportunity, diversity and inclusion.

P4 Ensure commitment to promoting equality of opportunity, diversity and inclusion underpins your organisation's vision, values, objectives and plans.

P5 Use, and ensure people working for your organisation use, language and behaviour that support your organisation's commitment to equality of opportunity, diversity and inclusion.

P6 Review the diversity and needs of your organisation's current and potential customers and identify areas where needs are not being satisfied and/or where the diversity of customers should be improved.

P7 Review the diversity of the workforce, at all levels, in comparison to the population and your organisation's current and potential customers and identify areas for improvement.

P8 Ensure your organisation has a written equality, diversity and inclusion policy and action plan and that these are clearly communicated to all people who work for the organisation and other relevant stakeholders.

P9 Make use of specialist expertise in relation to equality, diversity and inclusion issues, where required.

P10 Maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation.

P11 Use the findings to identify required actions and changes to practice.

#### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 Your organisation's and your personal responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.

K2 Different definitions of diversity and inclusion.

K3 The different forms which discrimination and harassment might take.

K4 The business case for ensuring equality of opportunity and promoting diversity and inclusion.

K5 Why it is important to ensure senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be achieved.

K6 Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion.

- K7 How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion.
- K8 The importance of reviewing the diversity and needs of an organisation's current and potential customers in order to identify areas for improvement and how to do so effectively.
- K9 The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvement and how to do so effectively.
- K10 How to develop an effective written equality, diversity and inclusion policy and what it should cover.
- K11 How to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties.
- K12 Sources of specialist expertise in relation to equality, diversity and inclusion.
- K13 How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation.

**Industry/sector specific knowledge and understanding**

- K14 Sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion.
- K15 Equality, diversity and inclusion issues and developments that are particular to the industry or sector.

**Context specific knowledge and understanding**

- K16 The overall vision, values, objectives, plans and culture of your organisation.
- K17 The planning and decision-making processes within your organisation.
- K18 Your organisation's current and potential customers and their needs.
- K19 The diversity of your organisation's workforce.
- K20 Key stakeholders with an interest in equality, diversity and inclusion in your organisation.
- K21 Your organisation's written equality, diversity and inclusion policy and action plan and how they are communicated to people who work for the organisation and to other relevant stakeholders.
- K22 Mechanisms for consulting with people who work for the organisation or their representatives on equality, diversity and inclusion issues.
- K23 Sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation.
- K24 Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Constructively challenge the status quo and seek better alternatives
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 6 Show respect for the views and actions of others
- 7 Support others to make effective use of their abilities
- 8 Demonstrate a clear understanding of different customers and their real and perceived needs
- 9 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 10 Show integrity, fairness and consistency in decision-making
- 11 Take action to uphold individuals' rights
- 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- ☑ Communicating
- ☑ Consulting
- ☑ Empathising
- ☑ Evaluating
- ☑ Influencing
- ☑ Information management
- ☑ Involving others
- ☑ Leadership
- ☑ Leading by example
- ☑ Monitoring
- ☑ Motivating
- ☑ Persuading
- ☑ Planning
- ☑ Reporting
- ☑ Reviewing
- ☑ Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LBA7

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager; Arts Administrator; Arts Leader; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations;

Suite: Management & Leadership; Animal Technology; Community Arts Management; Cultural and Heritage Venue Management;

Key words: Management & leadership; equality; diversity; inclusion; promoting; Community Arts; Arts Administration; Participatory Arts; Venue;

## CFAM&LCA4

### Implement change

#### Overview

This standard is about putting into practice your plans to change processes, systems, structures, roles or cultures. This standard is for managers and leaders who are responsible for implementing change programmes across the organisation or in their particular area of responsibility. This standard links closely to all the other standards in key area CA Facilitate innovation and change. It also links to CFAM&LFA5 Manage projects.

#### Performance criteria

You must be able to:

P1 Engage appropriate people within your organisation and other key stakeholders in implementing change.

P2 Put into practice your plan for change in line with agreed timescales and available resources.

P3 Delegate responsibilities to competent people in line with your plan.

P4 Provide people with the training, support or encouragement they require.

P5 Implement contingency plans or take appropriate alternative action in the event of risks materialising.

- P6 Identify, evaluate and resolve any problems or obstacles that arise.
- P7 Maintain the continuity of business activities during the period of change.
- P8 Monitor progress against your plan and take appropriate action in response to any significant variances.
- P9 Communicate progress regularly and provide opportunities for people to give feedback.
- P10 Provide recognition for people and teams who achieve results.
- P11 Make sure change is effective and meets the requirements of the organisation.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and stakeholders in implementing change.
- K2 The main models and methods for managing change effectively, and their strengths and weaknesses.
- K3 Effective planning techniques.
- K4 Theory and understanding of teams, including an understanding of teambuilding techniques and how to apply them.
- K5 How to assess the risks and benefits associated with strategies and plans.
- K6 The importance of contingency planning and how to do so effectively.
- K7 How to make critical decisions.
- K8 The obstacles to change, and the techniques that deal with these.
- K9 Stakeholder expectations and how they influence the process.
- K10 The principles and methods of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

- K11 Your organisation's current position in its sector and operating environment, compared with its main competitors, relevant to the change programme.
- K12 The range of information sources that are relevant to the sector in which your organisation operates.
- K13 Current and emerging trends and developments in your sector.

Context specific knowledge and understanding

- K14 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K15 The vision for the future, the reasons for change, the risks and expected benefits.
- K16 Business critical activities and interdependencies.
- K17 The factors that need to be changed, and the associated priorities and reasons.
- K18 Your organisation's communication channels, both formal and informal.
- K19 Change management frameworks and methods used in your organisation.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Address multiple demands without losing focus or energy
- 2 Seize opportunities presented by the diversity of people
- 3 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 4 Find practical ways to overcome obstacles
- 5 Present information clearly, concisely, accurately and in ways that promote understanding
- 6 Make time available to support others
- 7 Recognise the achievements and success of others
- 8 Clearly agree what is expected of others and hold them to account
- 9 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
- 10 Work towards a clearly defined vision of the future

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

Assessing

Communicating

Contingency planning

Decision-making

Delegating

Evaluating

Influencing

Information management

Involving others

Managing conflict

Monitoring

Motivating

Negotiating

Obtaining feedback

Persuading

Planning

Presenting information

Problem solving

Risk management

Stress management

Team building

Time management

Valuing and supporting others

Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: Skills CFA

Original URN: CFAM&LCA4

Relevant occupations: Managers and Senior Officials; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations

Suite: Management & Leadership; Leisure Management

Key words: Management & leadership; implement; change

## CFAM&LDD1

### Develop and sustain productive working relationships with colleagues

#### Overview

This standard is about developing and sustaining productive working relationships with colleagues within your own organisation. This standard is relevant to managers and leaders who work with colleagues in their own organisation but not with external stakeholders. This standard links closely with all the other standards in key area DD Build and sustain relationships and also with CFAM&LAA3 Develop and maintain your professional networks.



**Performance criteria**

You must be able to:

- P1 Establish working relationships with relevant colleagues within your organisation.
- P2 Recognise and respect the roles, responsibilities, interests and concerns of colleagues.
- P3 Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with.
- P4 Seek to understand difficult situations and issues from colleagues' perspectives and provide support, where necessary, to move things forward.
- P5 Provide colleagues with appropriate information to enable them to perform effectively.
- P6 Consult colleagues in relation to key decisions and activities and take account of their views.
- P7 Fulfil agreements made with colleagues and let them know.
- P8 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.
- P9 Identify and resolve conflicts of interest and disagreements with colleagues in ways that minimise damage to work activities and to the individuals involved.
- P10 Monitor and review the effectiveness of working relationships with colleagues in order to identify areas for improvement.
- P11 Seek and provide feedback in order to improve your own and your colleagues' performance.

**Knowledge and understanding**

You need to know and understand:

**General knowledge and understanding**

- K1 The benefits of developing productive working relationships with colleagues.
- K2 Principles of effective communication and how to apply them in order to communicate effectively with colleagues.
- K3 Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues.
- K4 The importance of creating a climate of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
- K5 The importance of understanding difficult situations and issues from other perspectives and providing support, where necessary, to move things forward.
- K6 How to identify and meet the information needs of colleagues.
- K7 What information it is appropriate to provide to colleagues and the factors that need to be taken into consideration.
- K8 How to consult with colleagues in relation to key decisions and activities.
- K9 The importance of taking account, and being seen to take account, of the views of colleagues.
- K10 Why communication with colleagues on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
- K11 How to identify conflicts of interest with colleagues and the techniques that can be used to manage or remove them.
- K12 How to identify disagreements with colleagues and the techniques for sorting them out.
- K13 The damage that conflicts of interest and disagreements with colleagues can cause to individuals and organisations.
- K14 How to monitor and review the effectiveness of working relationships with colleagues.
- K15 How to get and make effective use of feedback from colleagues.
- K16 How to provide colleagues with feedback designed to improve their performance.

**Industry/sector specific knowledge and understanding**

- K17 Sector-specific legislation, regulations, guidelines and codes of practice.
- K18 Standards of behaviour and performance in your industry or sector.

K19 The culture of your industry or sector.

Context specific knowledge and understanding

K20 The vision, values, objectives, plans, structure and culture of your organisation.

K21 Relevant colleagues, their work roles and responsibilities.

K22 Agreements with colleagues.

K23 The identified information needs of colleagues.

K24 Mechanisms for consulting with colleagues on key decisions and activities.

K25 Your organisation's planning and decision-making processes.

K26 Mechanisms for communicating with colleagues.

K27 Power, influence and politics within your organisation.

K28 Standards of behaviour and performance that are expected in your organisation.

K29 Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Identify people's preferred ways of communicating
- 2 Use communication media and styles appropriate to different people and situations
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Show respect for the views and actions of others
- 6 Comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
- 7 Seek to understand people's needs and motivations
- 8 Clarify your own and others' expectations of relationships
- 9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 10 Honour your commitments to others
- 11 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
- 12 Take account of the impact of your own actions on others

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

Communicating

Empathising

Information management

Involving others

Leading by example

Managing conflict

Networking

Obtaining feedback

Prioritising

Providing feedback

Stress management

Valuing and supporting others



Date approved: March 2012  
Indicative review date: March 2015  
Validity: Current  
Status: Original

Originating organisation: CFA business skills @ work  
Original URN: CFAM&LDD1

Relevant occupations: Managers and Senior Officials; Marketing occupations; Licensed Animal Technologist; Team Leader; Animal Facility Manager; Operations Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations;

Suite: Management & Leadership; Marketing (2013); Animal Technology; Cultural & Heritage Venue Operations; Cultural and Heritage Venue Management;

Key words: Management & leadership; develop; sustain; productive working relationship; Marketing; venue;

## CFAM&LDA2

### Recruit, select and retain people

#### Overview

This standard is about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. This standard is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility. This standard links closely to CFAM&LDA1 Plan the workforce and CFAM&LDA2 Induct individuals into their roles.

#### Performance criteria

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in recruiting and selecting people.
- P2 Ensure you comply with your organisation's recruitment and selection policies and procedures.
- P3 Seek and make use of specialist resources, where required.
- P4 Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence.
- P5 Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow.
- P6 Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit.
- P7 Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.
- P8 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.
- P9 Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues.
- P10 Ensure the recruitment and selection process is carried out fairly, consistently and effectively.
- P11 Keep applicants fully informed about the progress of their applications, in line with organisational policy.
- P12 Offer positions to applicants who best meet the selection criteria.
- P13 Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy.
- P14 Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements.

- P15 Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential.
- P16 Review individuals' performance and development systematically and provide feedback designed to improve their performance.
- P17 Recognise individuals' performance and recognise their achievements in line with your organisation's policy.
- P18 Help individuals appreciate the opportunities for career and professional development within the organisation and to take advantage of them.
- P19 Provide opportunities for individuals to discuss issues about their work or development with you.
- P20 Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs.
- P21 Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned.
- P22 Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings.

### **Knowledge and understanding**

You need to know and understand:

#### General knowledge and understanding

- K1 How to engage employees and other stakeholders in recruitment, selection and retention activities.
- K2 How to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence.
- K3 How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.
- K4 Different options for addressing identified shortfalls and their associated advantages and disadvantages.
- K5 What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
- K6 Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.
- K7 Different recruitment and selection methods and their associated advantages and disadvantages.
- K8 Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
- K9 How cultural differences in language, body language, tone of voice and dress can differ from expectations.
- K10 How to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy.
- K11 How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
- K12 The importance of keeping applicants informed about progress and how to do so.
- K13 The importance of providing clear, accurate and constructive feedback to unsuccessful applicants and how to do so.
- K14 How to review the effectiveness of recruitment and selection in your area.
- K15 Active listening and questioning techniques.
- K16 The importance of recognising individual performance and how to do so.
- K17 The importance of providing opportunities for individuals to discuss issues with you.
- K18 Alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values.
- K19 The importance of understanding the reasons why individuals are leaving an organisation.

#### Industry/sector specific knowledge and understanding

- K20 Recruitment and selection issues and specific initiatives and arrangements within the industry/sector.
- K21 Working culture and practices of the industry/sector.

Context specific knowledge and understanding

K22 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.

K23 Work requirements in your area.

K24 Agreed operational plans and changes in your area.

K25 The staff turnover rate in your area.

K26 Job descriptions and person specifications for confirmed vacancies.

K27 Local employment market conditions.

K28 Your organisation's structure, values and culture.

K29 Employment policies and practices within your organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

K30 Specialist resources available to support recruitment, selection and retention, and how to make use of them.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Identify people's information needs
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Give feedback to others to help them maintain and improve their performance
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority
- 8 Show integrity, fairness and consistency in decision-making
- 9 Protect the confidentiality and security of information
- 10 Check the accuracy and validity of information
- 11 Take and implement difficult and/or unpopular decisions, where necessary

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

Communicating

- Consulting
- Decision-making
- Evaluating
- Information management
- Interviewing
- Monitoring
- Negotiating
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Team building
- Valuing and supporting others



Date approved: March 2012  
Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDA2

Relevant occupations: Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Operations Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Suite: Management & Leadership; Marketing (2013); Animal Technology; Cultural and Heritage Venue Management;

Key words: Management & leadership; recruit; select; retain; people; Marketing; venue;

## CFAM&LDC2

### Support individuals' learning and development

#### Overview

This standard is about providing individuals within your team or area of responsibility with opportunities to address their learning needs and develop their potential to the full. This standard is relevant to managers and leaders at all levels who have individuals reporting to them. This standard links closely with all the other standards in key area DC Develop and support individuals and also with CFAM&LAA2 Develop your knowledge, skills and competence, which is about self development.

#### Performance criteria

You must be able to:

P1 Promote the benefits of learning to people in your area of responsibility and recognise their willingness and efforts to learn.

P2 Give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve.

P3 Engage individuals in identifying and obtaining information on a range of possible learning activities to address identified learning needs.

P4 Discuss with individuals future roles and responsibilities that are compatible with their competences and potential.

P5 Discuss and agree personal development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.

P6 Support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning.

P7 Provide individuals with appropriate opportunities to apply their developing competences in the workplace.

P8 Recognise and make use of unplanned learning opportunities.

P9 Discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved.

P10 Discuss with individuals their progress and their readiness to take on new roles and responsibilities, and agree the support and supervision they will require.

P11 Appoint individuals to roles and responsibilities that are compatible with their competences and potential.

P12 Provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance.

P13 Discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes.

P14 Encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learned.

P15 Seek and make use of specialist expertise, where required.

### **Knowledge and understanding**

You need to know and understand:

#### General knowledge and understanding

K1 The benefits of learning for individuals and organisations and how to promote these.

K2 Ways in which you can develop a culture in which learning is valued and willingness and efforts to learn are recognised.

K3 How to identify potential future roles and responsibilities for individuals.

K4 How to provide individuals with the support and supervision they need.

K5 How to provide individuals with objective, specific and valid feedback designed to improve their performance.

K6 How to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals.

K7 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).

K8 How/where to identify and obtain information on different learning activities.

K9 Why it is important for individuals to have a written personal development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).

K10 How to set learning objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).

K11 What type of support individuals might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.

K12 How to evaluate whether learning activities have achieved their intended learning objectives.

K13 The importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities undertaken and any wider changes.

K14 How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues

K15 How to encourage people to take responsibility for their own learning and development, including personal reflection on their performance.

K16 Sources of specialist expertise in relation to identifying and providing learning for colleagues.

#### Industry/sector specific knowledge and understanding

K17 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

K18 Learning issues and specific initiatives and arrangements that apply within the industry/sector.

K19 Working culture and practices of the industry/sector

#### Context specific knowledge and understanding

K20 Individuals in your team, their roles, responsibilities, competences and potential.

K21 Identified gaps in individuals' knowledge, skills and competence.

K22 Identified learning needs of individuals.

K23 Learning styles or combinations of styles preferred by individuals.

K24 Individuals' personal development plans.

K25 Learning activities and resources available in/to your organisation.

K26 Opportunities for individuals' career development in your organisation.

K27 Opportunities for applying developing competences in the workplace.

K28 Support and supervision available to individuals within your organisation.



K29 Sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals.  
K30 Your organisation's learning and personal and professional development policy and practices.  
K31 Your organisation's policies in relation to equality and diversity.  
K32 Your organisation's performance appraisal systems.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Find practical ways to overcome obstacles
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Support others to make effective use of their abilities
- 6 Recognise the achievements and success of others
- 7 Develop knowledge, understanding, skills and performance in a systematic way
- 8 Inspire others with the desire to learn
- 9 Show integrity, fairness and consistency in decision making
- 10 Say no to unreasonable requests
- 11 Address performance issues promptly and resolve them directly with the people involved
- 12 Clearly agree what is expected of others and hold them to account

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

#### Coaching

- Communicating
- Decision-making
- Delegating
- Empathising
- Empowering
- Evaluating
- Inspiring
- Involving others
- Leading by example
- Mentoring
- Monitoring
- Motivating
- Persuading
- Planning
- Problem solving
- Providing feedback
- Questioning
- Reviewing
- Setting objectives
- Thinking strategically
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015





Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDC2

Relevant occupations: Managers and Senior Officials; Marketing occupations; Team Leader; Animal Facility Manager; Operations Manager

Suite: Management & Leadership; Marketing (2013); Animal Technology

Key words: Management & leadership; support; learning & development; Marketing

## CFAM&LDC5

### Help individuals address problems affecting their performance

#### Overview

This standard is about helping individuals address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances. This standard is relevant to managers and leaders who have people reporting to them. This standard links closely with all the other standards in key area DC Develop and support individuals and also to CFAM&LDB4 Manage people's performance at work and CFAM&LDA6 Initiate and follow disciplinary procedures.

#### Performance criteria

You must be able to:

- P1 Give people opportunities to approach you with problems affecting their performance.
- P2 Identify performance issues and bring these promptly to the attention of the individuals concerned.
- P3 Discuss problems with individuals at a time and place appropriate to the type, seriousness and complexity of the problem.
- P4 Check that individuals understand the level of seriousness of the problem and the likely consequences if it is not resolved effectively.
- P5 Gather and check information to accurately identify the problem and its cause.
- P6 Discuss the range of alternative courses of action and agree with individuals timely and effective ways of dealing with the problem.
- P7 Refer individuals to support services or specialists, where necessary.
- P8 Keep confidential records of your discussions with individuals about problems affecting their performance.
- P9 Ensure your actions are in line with your organisation's policies.

#### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The importance in giving people opportunities to approach you with problems affecting their performance.
- K2 How to encourage individuals to approach you with problems affecting their performance.
- K3 The importance of identifying performance issues and bringing these promptly to the attention of the individuals concerned.
- K4 The importance of discussing problems with individuals at a time and place appropriate to the type, seriousness and complexity of the problem.
- K5 How to gather and check the information you need to identify the problem and its cause.
- K6 The importance of identifying the problem accurately.
- K7 The range of alternative courses of action to deal with the problem.
- K8 The importance of discussing and agreeing with the individual a timely and effective way of dealing with the problem.
- K9 How to recognise obstacles to individuals' performance and help them overcome these.

K10 When to refer individuals to support services or specialists.

K11 The importance of keeping a confidential record of your discussions with individuals about problems affecting their performance, and how to do so.

K12 The importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.

Industry/sector specific knowledge and understanding

K13 Industry/sector requirements for helping individuals address problems affecting their performance.

Context specific knowledge and understanding

K14 The types of problems that individuals in your area of responsibility may encounter which can affect their performance.

K15 Your role, responsibilities and limits of authority when dealing with individuals' problems.

K16 The range of support services or specialists that exist inside and outside your organisation.

K17 Your organisation's policies for managing people and their performance.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Find practical ways to overcome obstacles
- 2 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 3 Make time available to support others
- 4 Give feedback to others to help them maintain and improve their performance
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Show integrity, fairness and consistency in decision-making
- 7 Address performance issues promptly and resolve them directly with the people involved
- 8 Protect the confidentiality and security of information
- 9 Check the accuracy and validity of information
- 10 Identify the implications or consequences of a situation
- 11 Take timely decisions that are realistic for the situation
- 12 Take and implement difficult and/or unpopular decisions, where necessary

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Consulting
- Decision-making
- Empathising
- Information management
- Managing conflict
- Monitoring
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives
- Team building
- Valuing and supporting others



Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDC5

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; problem affecting performance

## CFAM&LDB1

### Build teams

#### Overview

This standard is about forming a team and developing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively. This standard is relevant to managers and leaders who are responsible for leading teams either on an on-going basis or for a one-off project. This standard links closely with a number of other standards, such as, CFAM&LBA3 Lead your team, CFAM&LFA5 Manage projects and all the other standards in key area CFAM&LDB Manage teams.

#### Performance criteria

You must be able to:

P1 Clearly communicate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required.

P2 Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.

P3 Identify team members' knowledge, skills and competences and agree their particular roles within the team.

P4 Use team selection and development processes to develop any knowledge, skills and competences lacking in the team.

P5 Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress.

P6 Help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other.

P7 Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.

P8 Allow time for the team to develop through its stages of growth.

P9 Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members.

P10 Encourage team members to share problems with each other and solve these creatively together.

P11 Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole.

P12 Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved.

P13 Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose.

P14 Disband the team if and when its purpose has been achieved and it is no longer required for other purposes.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 The principles of effective communication and how to apply them.
- K2 How to identify the diversity of knowledge, skills and competence required to achieve the team purpose.
- K3 The importance of selecting team members with the required knowledge, skills, competence and different personalities so they can play complementary roles within the team, and how to do so.
- K4 The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.
- K5 How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.
- K6 The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
- K7 How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
- K8 The importance of encouraging open communication between team members, and how to do so.
- K9 How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.
- K10 The importance of allowing time for the team to develop through its stages of growth, and how to do so.
- K11 The importance of celebrating team and individual successes together and commiserating together when things go wrong.
- K12 Ways of refocusing the team's energy on achieving its purpose.

Industry/sector specific knowledge and understanding

- K13 Industry/sector requirements for building and managing teams.

Context specific knowledge and understanding

- K14 The purpose of the team and what has to be achieved.
- K15 The required mix of expertise, knowledge and skills to achieve the team purpose.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Present information clearly, concisely, accurately and in ways that promote understanding
- 2 Keep people informed of plans and developments in a timely way
- 3 Support others to make effective use of their abilities
- 4 Clearly agree what is expected of others and hold them to account
- 5 Check individuals' commitment to their roles and responsibilities
- 6 Create a sense of common purpose
- 7 Communicate a vision that inspires enthusiasm and commitment
- 8 Identify and work with people and organisations that can provide support for your work
- 9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 10 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal

## Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Decision-making
- Empowering
- Evaluating
- Involving others
- Leadership
- Monitoring
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives
- Team building
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDB1

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager; Research Officer; Researcher; Research and Intelligence Officer; Communications Officer; Economic Development Officer; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations.  
Suite: Management & Leadership; Animal Technology; Local Government Skills;  
Cultural and Heritage Venue Management.

Key words: Management & leadership; build; teams; Marketing; Project planning; Teamwork; venue

## CFAM&LDB8

### Manage conflict in teams

#### Overview

This standard is about managing conflicts between members of your team. This standard is relevant to all managers and leaders who may need to manage conflict in their teams. This standard links closely to

CFAM&LBA3 Lead teams, all the standards in key area DB Manage teams and also to CFAM&LDD5 Manage conflict in the broader work environment.

**Performance criteria**

You must be able to:

- P1 Communicate clearly to team members the standards of work and behaviour expected of them.
- P2 Help team members understand how the roles of different team members interface, complement and support each other.
- P3 Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
- P4 Identify potential conflicts between team members and take preventative action to avoid these.
- P5 Encourage team members to resolve their own problems and conflicts amongst themselves.
- P6 Take prompt action to deal with conflicts when the team members concerned are not able to resolve the conflicts themselves.
- P7 Acknowledge and show respect for team members' emotions regarding the conflict and seek to manage any negative emotions.
- P8 Investigate impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
- P9 Identify and agree with team members how to resolve the conflict, without apportioning blame.
- P10 Seek help from colleagues or specialists, where necessary.
- P11 Comply with organisational and legal requirements when resolving conflicts.
- P12 Maintain complete, accurate and confidential records of conflicts and their outcomes, in line with organisational policy

**Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 The principles of effective communication and how to apply them.
- K2 How to help team members understand how the roles of different team members interface, complement and support each other.
- K3 How to identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
- K4 The importance of identifying potential conflicts between team members and taking preventative action to avoid these, and how to do so.
- K5 The importance of giving team members opportunities to discuss with you serious problems that directly or indirectly affect their work, and how to encourage team members to do so.
- K6 The importance of taking prompt action to bring up and deal with conflicts when they arise and when the team members concerned are not able to resolve the conflicts themselves.
- K7 Ways of dealing with conflicts when they arise and what types of action should be taken and when.
- K8 The importance of acknowledging and showing respect for team members' emotions regarding the conflict and how to seek to manage any negative emotions.
- K9 How to identify impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
- K10 The importance of identifying and agreeing with team members how to resolve the conflict, without apportioning blame, and how to do so.
- K11 When to seek help from colleagues or specialists.

Industry/sector specific knowledge and understanding

K12 Industry/sector requirements for managing conflict in teams.

Context specific knowledge and understanding

K13 The standards of work and behaviour expected of team members.

K14 How the roles of different team members interface, complement and support each other.

K15 The organisational structures, systems and procedures that are likely to give rise to conflict.

K16 The range of specialists inside and outside of the organisation and colleagues.

K17 Organisational and legal requirements for resolving conflicts and maintaining records of conflicts and their outcomes.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Respond promptly to crises and problems with a proposed course of action
- 2 Find practical ways to overcome obstacles
- 3 Present information clearly, concisely, accurately and in ways that promote mutual understanding
- 4 Show respect for the views and actions of others
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Address performance issues promptly and resolve them directly with the people involved
- 7 Clearly agree what is expected of others and hold them to account
- 8 Protect your own and others' work against negative impacts
- 9 Protect the confidentiality and security of information
- 10 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Balancing competing needs and interests
- Building consensus
- Communicating
- Decision-making
- Empathising
- Information management
- Involving others
- Leadership
- Leading by example
- Managing conflict
- Monitoring
- Obtaining feedback
- Presenting information
- Problem solving
- Questioning
- Reporting
- Reviewing
- Risk management

- ☑ Stress management
- ☑ Team building
- ☑ Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDB8

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager,

Suite: Management and leadership; Animal technology

Key words: Management & leadership; manage; conflict in teams

## CFAM&LDD6

### Lead meetings to achieve objectives

#### Overview

This standard is about leading meetings in order to achieve their objectives, which may be to solve problems, take decisions, consult with people or to exchange information and knowledge. This standard is relevant to managers and leaders who are required to lead meetings to achieve objectives. This standard links closely with all the other standards in key area DD Build and sustain relationships and particularly to CFAM&LDD7 Represent your area of responsibility in meetings.

#### Performance criteria

You must be able to:

- P1 Establish the purpose and objectives of the meeting.
- P2 Confirm that a meeting is the best way to achieve the objectives.
- P3 Prepare carefully how you will lead the meeting and identify who needs to participate.
- P4 Invite participants, giving them sufficient notice to enable them to attend and stating:
  - P4.1 the importance of the meeting
  - P4.2 the role they will be expected to play, and
  - P4.3 the preparation they need to do.
- P5 Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles.
- P6 Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item.
- P7 State the purpose of the meeting at the start and check that all participants understand why they are present and what is expected of them.
- P8 Clarify specific objectives at the beginning of each agenda item.



- P9 Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants.
- P10 Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting.
- P11 Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda.
- P12 Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item.
- P13 Take decisions within the meeting's authority, remit or terms of reference.
- P14 Observe any formal procedures or standing orders that apply to the meeting
- P15 Check that decisions and action points are accurately recorded and promptly communicated to those who need to know.
- P16 Evaluate whether the purpose and objectives of the meeting have been achieved.
- P17 Identify how future meetings could be made more effective.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 The importance of establishing the purpose and objectives of the meeting and how to do so.
- K2 The importance of confirming a meeting is the best way to achieve these objectives.
- K3 The importance of preparing how you will lead the meeting and how to do so.
- K4 How to identify who needs to participate in the meeting.
- K5 The importance of inviting participants, giving them sufficient notice to enable them to attend.
- K6 The importance of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting.
- K7 How to identify relevant information participants require in advance of the meeting.
- K8 The importance of circulating relevant information in advance and, if required, briefing participants individually on the content and purpose of the meeting and their roles.
- K9 The importance of setting a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item.
- K10 How to allocate time appropriately for each agenda item.
- K11 The importance of stating the purpose of the meeting at the start and checking that all participants understand why they are present and what is expected of them.
- K12 The importance of clarifying specific objectives at the beginning of each agenda item.
- K13 The importance of encouraging all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so.
- K14 The importance of discouraging unhelpful comments and digressions, refocusing attention on the objectives of the meeting, and how to do so.
- K15 How to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring the key objectives are met and participants are kept informed of changes in the agenda.
- K16 The importance of summarising the discussion at appropriate times and allocating action points to participants at the end of each agenda item and how to do so.
- K17 The importance of taking decisions within the meeting's authority, remit or terms of reference and how to do so.
- K18 The importance of checking that decisions and action points are accurately recorded and promptly communicated to those who need to know.
- K19 How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective.

Industry/sector specific knowledge and understanding  
 K20 Industry/sector requirements for leading meetings.

Context specific knowledge and understanding

K21 The people who need to participate and the roles they will be expected to play.

K22 The types and sources of information required in advance of the meeting.

K23 The meeting's authority, remit or terms of reference.

K24 Any formal procedures or standing orders that apply to the meeting.

K25 The people who are affected by the decisions and need to know about them.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 address multiple demands without losing focus or energy
- 2 listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 3 present information clearly, concisely, accurately and in ways that promote understanding
- 4 show respect for the views and actions of others
- 5 comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 show integrity, fairness and consistency in decision-making
- 7 prioritise objectives and plan work to make the effective use of time and resources
- 8 clearly agree what is expected of others and hold them to account
- 9 make effective use of existing sources of information
- 10 check the accuracy and validity of information
- 11 model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 12 recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
- 13 specify the assumptions made and risks involved in understanding a situation
- 14 take timely decisions that are realistic for the situation.

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

Building consensus

Communicating

Consulting

Decision-making

Information management

Involving others

Leadership

Obtaining feedback

Planning

Presenting information

Providing feedback

Setting objectives

Time management

Developed by: CFA Business skills @ work

Version: 2



Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDD6

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; lead meeting; achieve objectives

## M&LDC4

### Coach individuals

#### Overview

This standard is about helping individuals – either in your own team or from another work group – to develop and maintain their performance through coaching.

Coaching involves helping individuals improve their performance by:

☑ identifying their strengths and how they can use these most effectively,  
and

☑ analysing areas of their work where they are less than fully effective and identifying, developing, testing and refining new skills and alternative behaviours.

This standard is relevant to managers and leaders who have a specific responsibility for coaching individuals.

This standard links closely with all the other standards in key area DC Develop and support individuals.

#### Performance criteria

You must be able to:

P1 Help individuals identify and prioritise their needs for coaching.

P2 Ensure that individuals' coaching requirements are in line with your organisation's objectives.

P3 Establish with individuals

P3.1 the specific area(s) in which they want to develop their performance

P3.2 their current standard of performance

P3.3 the standard of performance they wish to achieve

P3.4 why they want to develop their performance

P3.5 the support they can expect from you, and the commitment you expect from them.

P4 Establish with individuals

P4.1 the coaching you will provide

P4.2 the timescale

P4.3 the location, frequency and duration of meetings

P4.4 points at which progress will be reviewed

P4.5 how progress will be measured and assessed.

P5 Explore with individuals the skills they need to develop and the behaviours they need to change in order to meet the desired standard of performance.

P6 Explore with individuals obstacles which could hinder their progress and how to remove these obstacles.

P7 Plan with individuals how they can develop new skills and behaviours in a logical step-by-step sequence.

- P8 Provide opportunities for individuals to develop new skills and experiment with alternative behaviours with confidence.
- P9 Encourage individuals to identify and seize opportunities to apply their newly-developed skills and behaviours to their work.
- P10 Explore with individuals any risks involved in applying their newly developed skills and behaviours to their work and help them plan how to reduce these risks to levels acceptable to them and the organisation.
- P11 Encourage individuals to reflect on their progress and clarify their thoughts and feelings about it.
- P12 Monitor the individuals' progress in a systematic way.
- P13 Provide specific feedback designed to improve individuals' skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance.
- P14 Agree with individuals when they have achieved the desired standard of performance, or when they no longer require coaching.
- P15 Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 Relevant coaching models, tools and techniques, and how to apply these.
- K2 The skills effective coaches require, and how to apply these skills.
- K3 How to establish a coaching contract with individuals and what the contract should cover.
- K4 How to help individuals identify the skills they need to develop and the behaviours they need to change.
- K5 How to help individuals identify and remove obstacles that could hinder their progress.
- K6 How to help individuals prepare a plan to develop their skills and/or adapt their behaviours.
- K7 How to help individuals try out new skills and behaviours in safe environments.
- K8 How to help individuals identify and seize opportunities to apply their newly-developed skills and behaviours to their work.
- K9 How to help individuals assess and manage risks associated with new skills and behaviours.
- K10 The importance of individuals reflecting on their progress and how to help them do this.
- K11 The importance of monitoring individuals' progress in developing new skills and behaviours and how to do this.
- K12 How to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation.
- K13 The importance of recognising when individuals have achieved their development objectives.
- K14 How to empower individuals to take responsibility for their own development.

Industry/sector specific knowledge and understanding

- K15 Industry/sector requirements for supporting individuals to improve their performance.

Context specific knowledge and understanding

- K16 Individuals in your area of work, their roles, responsibilities, competences and potential.
- K17 Your organisation's objectives.
- K18 Sources of information, resources and advice in your organisation.
- K19 Your organisation's policies and practices in relation to coaching

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek opportunities to improve performance
- 2 Find practical ways to overcome obstacles

- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Support others to make effective use of their abilities
- 6 Give feedback to others to help them maintain and improve their performance
- 7 Recognise the achievements and success of others
- 8 Inspire others with the desire to learn
- 9 Address performance issues promptly and resolve them directly with the people involved
- 10 Check individuals' commitment to their roles and responsibilities
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Coaching
- Communicating
- Demonstrating
- Empathising
- Empowering
- Evaluating
- Influencing
- Information management
- Inspiring
- Leading by example
- Learning
- Monitoring
- Motivating
- Networking
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Questioning
- Reflecting
- Reviewing
- Thinking systematically
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work



Original URN: CFAM&LDC4

Relevant occupations: Managers and Senior Officials; Licensed Animal Technologist; Team Leader; Animal Facility Manager; Operations Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; coach individuals

## CFAM&LDA6

### Initiate and follow disciplinary procedures

#### Overview

This standard is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team. This standard is relevant to managers and leaders when they need to initiate and follow their organisation's disciplinary procedure. This standard links closely to CFAM&LDC5 Help individuals address problems affecting their performance and CFAM&LDA7 Initiate and follow grievance procedures.

#### Performance criteria

You must be able to:

P1 Keep individuals fully informed about:

P1.1 the standards of conduct and performance expected of them,  
and

P1.2 your organisation's current procedure for dealing with misconduct or unsatisfactory performance.

P2 Seek support from colleagues or human resources or legal specialists on any aspects of implementing disciplinary procedures about which you are unsure.

P3 Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance.

P4 Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively.

P5 Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.

P6 Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

#### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 The importance of fully informing individuals about the standards of conduct and performance expected.

K2 How to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance.

K3 Informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively.

K4 The differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.

K5 The importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.

K6 The importance of communicating clearly, concisely and objectively, and how to do so.

K7 How to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

K8 Industry/sector requirements for supporting individuals to improve their performance

Context specific knowledge and understanding

K9 Your organisation's procedures for dealing with misconduct or unsatisfactory performance.

K10 The standards of conduct and performance expected of individuals.

K11 Sources of advice, guidance and support from colleagues, human resources or legal specialists.

K12 The limits of your own knowledge, skills and competence.

K13 Your organisation's policies and procedures for keeping full and accurate records.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Give feedback to others to help them maintain and improve their performance
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Act within the limits of your authority
- 7 Refer issues outside the limits of your authority to appropriate people
- 8 Show integrity, fairness and consistency in decision making
- 9 Say no to unreasonable requests
- 10 Address performance issues promptly and resolve them directly with the people involved
- 11 Protect the confidentiality and security of information
- 12 Take and implement difficult and/or unpopular decisions, if necessary

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Information management
- Interviewing
- Monitoring
- Presenting information
- Providing feedback
- Questioning
- Reporting
- Reviewing



Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDA6

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; initiate; disciplinary; procedure

## CFAM&LDA7

### Initiate and follow grievance procedures

#### Overview

This standard is about initiating and following your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team. This standard is relevant to managers and leaders when they need to initiate and follow their organisation's grievance procedure. This standard links closely to CFAM&LDC5 Help individuals address problems affecting their performance and CFAM&LDA6 Initiate and follow disciplinary procedures.

#### Performance criteria

You must be able to:

- P1 Keep individuals fully informed about your organisation's current procedure for raising grievances.
- P2 Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure.
- P3 Identify potential grievances and take preventative measures to resolve issues where possible.
- P4 If an individual raises a concern, problem or complaint with you, seek to resolve the situation informally, if you consider that an informal approach is likely to resolve the situation effectively.
- P5 Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing.
- P6 Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.

#### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The importance of fully informing individuals about your organisation's current procedure for raising grievances.
- K2 Informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively.
- K3 The importance of following your organisation's formal grievance procedure, and when to do so.
- K4 How to conduct a meeting with an individual to discuss their grievance.
- K5 How to investigate the grievance fully.
- K6 The importance of communicating clearly, concisely and objectively, and how to do so.
- K7 How to keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

- K8 Industry/sector requirements for implementing grievance procedures.

Context specific knowledge and understanding



K9 Your organisation's procedure for dealing with grievances.  
K10 Sources of advice, guidance and support from colleagues, human resources or legal specialists.  
K11 Your organisation's policies and procedures for keeping full and accurate records.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Make time available to support others
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority
- 8 Show integrity, fairness and consistency in decision making
- 9 Protect the confidentiality and security of information
- 10 Check the accuracy and validity of information
- 11 Seek concrete information in an ambiguous situation
- 12 Identify the implications or consequences of a situation

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Information management
- Managing conflict
- Presenting information
- Questioning
- Reporting
- Reviewing

Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDA7

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; initiate; grievance; procedures

**CFAM&LEA4**

**Manage budgets**

**Overview**

This standard is about managing the budget for your area of responsibility or for specific projects or activities. This standard is relevant to managers and leaders with budget responsibility for an operational area or for specific projects or activities. This standard links to standards on operational management, such as, CFAM&LBA9 Develop operational plans, CFAM&LFA2 Implement operational plans, CFAM&LCA2 Plan change, CFAM&LCA4 Implement change, CFAM&LFA4 Manage programmes and CFAM&LFA5 Manage projects. The other standards in key area EA Manage financial resources – CFAM&LEA1 Identify and justify requirements for financial resources, CFAM&LEA2 Obtain financial resources, CFAM&LEA3 Manage the use of financial resources – are for those who manage financial resources across the organisation or for major projects or programmes of work.

**Performance criteria**

You must be able to:

- P1 Engage appropriate colleagues and other key stakeholders in managing budgets.
- P2 Gather and evaluate information to prepare a realistic budget for your area of responsibility, activity or project.
- P3 Submit your proposed budget for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed.
- P4 Discuss and, if appropriate, negotiate the proposed budget with those with decision-making responsibility and agree the final budget.
- P5 Use the agreed budget to actively monitor and control performance for your area of responsibility, activity or project.
- P6 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from those with decision-making responsibility, if required.
- P7 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility.
- P8 Provide ongoing information on performance against the budget to those with decision-making responsibility.
- P9 Advise relevant people promptly if you have identified evidence of potentially fraudulent activities.
- P10 Gather information from implementation of the budget to assist in the preparation of future budgets.

**Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage colleagues and stakeholders in managing budgets.
- K2 The purposes of budgetary systems.
- K3 Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.
- K4 How to discuss, negotiate and confirm a budget with those with budgetary responsibility and the key factors that should be covered.
- K5 How to use a budget to actively monitor and control performance for a defined area or activity of work.
- K6 The main causes of variances and how to identify them.
- K7 What different types of corrective action which could be taken to address identified variances.
- K8 How unforeseen developments can affect a budget and how to deal with them.

- K9 The importance of agreeing revisions to the budget and communicating the changes.
- K10 The importance of providing regular information on performance against the budget to other people.
- K11 Types of fraudulent activities and how to identify them.
- K12 The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

Industry/sector specific knowledge and understanding

- K13 Factors, trends and developments that are likely to affect the setting of budgets in your industry/sector.

Context specific knowledge and understanding

- K14 The area or activity that the budget is for.
- K15 The vision, objectives and operational plans for your area of responsibility.
- K16 The budgeting periods used in your organisation.
- K17 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K18 The agreed budget, how it can be used and how much it can be changed without approval.
- K19 The limits of your authority.
- K20 Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.
- K21 What to do and who to contact if you suspect fraud has been committed.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 5 Act within the limits of your authority
- 6 Identify and raise ethical concerns
- 7 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 9 Make effective use of existing sources of information
- 10 Check the accuracy and validity of information
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Work towards win-win solutions

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Consulting
- Contingency planning
- Decision-making
- Evaluating
- Information management
- Learning

- ☑ Monitoring
- ☑ Negotiating
- ☑ Presenting information
- ☑ Problem solving
- ☑ Reporting

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LEA4

Relevant occupations: Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Farmer; Director; Farm Manager; Unit Manager

Suite: Management & Leadership; Marketing (2013); Animal Technology; Cultural and Heritage Venue Management; Agricultural Management

Key words: Management & leadership; manage budgets; Marketing; venue;

## CFAM&LEA3

### Manage the use of financial resources

#### Overview

This standard is about managing financial resources in order to achieve the objectives for your organisation or your area of responsibility. This standard is for managers and leaders who manage financial resources for their organisation or a major area of responsibility, project or programme of work.

This standard links to CFAM&LEA1 Identify and justify requirements for financial resources and CFAM&LEA2 Obtain financial resources. It also links to standards on strategic and operational management, such as, CFAM&LFA1 Implement and evaluate strategic business plans, CFAM&LFA2 Implement operational plans, CFAM&LFA4 Manage programmes and CFAM&LFA5 Manage projects. CFAM&LEA4 Manage budgets is for those who manage financial resources for more limited areas of work or projects.

#### Performance criteria

You must be able to:

- P1 Confirm your financial responsibilities, including the limits of your authority, with those to whom you report.
- P2 Engage key stakeholders in managing finance to achieve objectives for your organisation or area of responsibility.
- P3 Gather and evaluate available financial information and the objectives and associated plans and identify priorities, potential problems and risks.

P4 Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues, providing them with the required ongoing support and resources.

P5 Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.

P6 Develop a realistic master budget for your organisation or area and submit it for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed.

P7 Discuss and, if appropriate, negotiate the proposed master budget with those with decision-making responsibility and communicate the final budget to colleagues in your area.

P8 Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.

P9 Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from those with decision-making responsibility, if required.

P10 Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility.

P11 Provide ongoing information on the financial performance of your area to those with decision-making responsibility.

P12 Advise relevant people promptly if you have identified evidence of any potentially fraudulent activities.

P13 Review the financial performance of your organisation or area and identify improvements to be implemented in the future.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

K1 The purposes of budgetary systems.

K2 The importance of agreeing your financial responsibilities, including the limits of your authority, with those to whom you report.

K3 Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.

K4 The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.

K5 How to identify opportunities and delegate responsibility for budgets.

K6 The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.

K7 How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.

K8 How to establish systems to monitor and evaluate performance against budgets.

K9 The importance of contingency plans and the type of contingencies that may occur.

K10 The main causes of variances and how to identify them.

K11 What different types of corrective action could be taken to address identified variances.

K12 The importance of agreeing revisions to the budget and communicating the changes.

K13 The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.

K14 Types of fraudulent activities and how to identify them.

K15 How to review the financial performance of your area against the stated objectives.

Industry/sector specific knowledge and understanding

K16 Factors, trends and developments that are likely to affect financial management in your industry/sector.

K17 Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

- K18 The scope and nature of your area of responsibility including the vision, objectives and operational plans.
- K19 Your financial responsibilities, including the limits of your authority.
- K20 Those with budgetary responsibility in your organisation.
- K21 Financial information available in your organisation.
- K22 Activities for which budgets have been delegated.
- K23 The budgeting periods used in your organisation.
- K24 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K25 The agreed master budget for your area, including delegated budgets.
- K26 Systems established for managing and evaluating performance against budgets.
- K27 Contingency plans put in place.
- K28 What to do and whom to contact if you suspect fraud has been committed.
- K29 Who needs information on the financial performance of your area, what information they need, when they need it and in what format.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 5 Act within the limits of your authority
- 6 Identify and raise ethical concerns
- 7 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 8 Clearly agree what is expected of others and hold them to account
- 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 10 Make effective use of existing sources of information
- 11 Check the accuracy and validity of information
- 12 Communicate clearly the value and benefits of a proposed course of action
- 13 Work towards win-win solutions
- 14 Identify the implications or consequences of a situation
- 15 Specify the assumptions made and risks involved in understanding a situation
- 16 Take and implement difficult and/or unpopular decisions, if necessary

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Analysing
- Communicating
- Contingency planning
- Delegating
- Evaluating
- Forecasting
- Information management
- Involving others
- Monitoring

- ☑ Negotiating
- ☑ Planning
- ☑ Presenting information
- ☑ Problem solving
- ☑ Reporting
- ☑ Risk management
- ☑ Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LEA3

Relevant occupations: Managers and Senior Officials; Marketing occupations; Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Operations Manager

Suite: Management & Leadership; Marketing (2013); Leadership Management in Care Services; Event Security Operations; Cultural and Heritage Venue Management; Animal Technology

Key words: Management & leadership; finance; organisational objectives; Marketing; Venue.

## Overview

## Performance criteria

You must be able to:

## Knowledge and understanding

You need to know and understand:

<p><b>Behaviours</b></p> <p>When performing to this standard, you are likely to demonstrate the following behaviours:</p>
<p><b>Skills</b></p> <p>When performing to this standard, you are likely to demonstrate the following skills:</p>
<p style="text-align: center;">Developed by: CFA Business skills @ work</p> <p style="text-align: center;">Version: 2</p> <p style="text-align: center;">Date approved: March 2012</p> <p style="text-align: center;">Indicative review date: March 2015</p> <p style="text-align: center;">Validity: Current</p> <p style="text-align: center;">Status: Original</p> <p style="text-align: center;">Originating organisation: CFA business skills @ work</p> <p style="text-align: center;">Original URN: CFAM&amp;LAA1</p> <p style="text-align: center;">Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager</p> <p style="text-align: center;">Suite: Management and leadership</p> <p style="text-align: center;">Key words: Management &amp; leadership; manage yourself</p>

<p><b>CFAM&amp;LEB4</b></p> <p style="text-align: center;"><b>Manage the environmental and social impacts of your work</b></p>
<p><b>Overview</b></p> <p>This standard is about managing work activities and resources in your area of responsibility in order to minimise the negative impact – and maximise the positive impact – they may have on the environment and society as a whole. This standard is relevant to all managers and leaders who are responsible for the physical resources in their area of responsibility. This standard links to all the other standards in key area EB Manage physical and technical resources.</p>
<p><b>Performance criteria</b></p> <p>You must be able to:</p> <p>P1 Engage people in your area of responsibility and other key stakeholders in identifying opportunities for, and contributing to, improving the environmental and social impacts.</p> <p>P2 Organise work activities and the use of resources in your area of responsibility so that they</p> <p>P2.1 are sustainable</p>



P2.2 are efficient and effective

P2.3 comply with legal requirements and environmental policies

P2.4 minimise negative and maximise positive impacts on the environment and society as a whole.

P3 Identify the environmental and social impacts of work activities and the use of resources in your area of responsibility.

P4 Report promptly any identified risks to the environment, which you do not have the ability to control.

P5 Identify and implement changes to work activities and the use of resources that will reduce negative and increase positive impacts on the environment and society as a whole.

P6 Communicate the environmental and social benefits resulting from changes to work activities and the use of resources.

P7 Obtain specialist advice, where necessary, to help you identify and manage the environmental and social impacts of your work activities and use of resources.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

K1 How to organise work activities and the use of resources in your area of responsibility so that they are efficient, effective and sustainable.

K2 The importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental and social impacts, and how to do so.

K3 The importance of identifying the environmental and social impacts of work activities and the use of resources in your area of responsibility, and how to do so.

K4 The importance of reporting promptly any identified risks to the environment which you do not have the ability to control, and how to do so.

K5 How to engage employees and other key stakeholders in managing the environmental and social impacts of work.

K6 How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental and social impacts.

K7 The principles of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

K8 Industry/sector requirements for managing environmental performance.

K9 Industry/sector requirements for corporate social responsibility.

Context specific knowledge and understanding

K10 Legal requirements and environmental and social policies and how to comply with them.

K11 The types of risks to the environment that you do not have the ability to control.

K12 People in your area of responsibility who are able to contribute to, and identify opportunities for, improving the environmental and social impacts of work.

K13 The range of environmental and social specialists that exists inside and/or outside your organisation.

K14 Your role, responsibilities and limits of your authority

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

1 Recognise changes in circumstances promptly and adjust plans and activities accordingly

2 Respond promptly to crises and problems with a proposed course of action

3 Present information clearly, concisely, accurately and in ways that promote understanding

4 Keep people informed of plans and developments in a timely way

- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Act within the limits of your authority
- 7 Watch out for potential risks and hazards
- 8 Make appropriate information and knowledge available promptly to those who need it and have a right to it
- 9 Encourage others to share information and knowledge within the constraints of confidentiality
- 10 Create a sense of common purpose
- 11 Make effective use of available resources
- 12 Identify the implications or consequences of a situation

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

Assessing

- Communicating
- Consulting
- Decision-making
- Evaluating
- Involving others
- Monitoring
- Planning
- Presenting information
- Reporting
- Risk management

Developed by: Skills CFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LEB4

Relevant occupations: Managers and Senior Officials; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations

Suite: Management & Leadership; Leisure Management

Key words: Management & leadership; environment; social impact of work

**CFAM&LEC5**

**Use information to take effective decisions**

**Overview**

This standard is about taking sound decisions based upon a valid analysis of the best available information.

This standard is relevant to all managers and leaders. This standard underpins many of the other standards. It links closely to all the other standards in key area EC Manage information and knowledge and to DD6 Lead meetings to achieve specific objectives.

### **Performance criteria**

You must be able to:

- P1 Identify those who may be affected by the decision and their interests.
- P2 Engage, where appropriate, those who are able to contribute to the decision-making process or will be affected by the decision.
- P3 Establish the objectives of the decision to be taken – clarify what you are trying to achieve by taking the decision and check that everyone involved agrees.
- P4 Identify the information you need to take the decision and the sources of this information.
- P5 Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability.
- P6 Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information.
- P7 Analyse the information to identify facts, patterns and trends that may impact on your decision.
- P8 Identify and evaluate the range of options open to you.
- P9 Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved.
- P10 Take decisions
  - P10.1 in line with your objectives
  - P10.2 within the scope of your authority
  - P10.3 consistent with values, policies and guidelines
  - P10.4 in time for necessary action to be taken.
- P11 Obtain help and advice if
  - P11.1 you do not have adequate information
  - P11.2 the decision is outside your area of responsibility or scope of authority
  - P11.3 your decisions are likely to conflict with values, policies and guidelines.
- P12 Communicate your decision and rationale clearly to those who are affected.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 The importance of engaging those who are able to contribute or may be affected in the decision-making process, and how to do so.
- K2 The importance of setting objectives for the decision, and how to make it clear what the decision must achieve and what is outside the scope of the decision.
- K3 How to identify the information you need to take the decision.
- K4 How to judge whether you have sufficient, accurate, reliable and relevant information to allow you to take the decision.
- K5 How to identify if information is inadequate, unreliable, contradictory or ambiguous, and how to remedy this in a timely way.
- K6 How to analyse information to identify relevant facts, patterns and trends.
- K7 The range of options open to you and how to evaluate the options.
- K8 How to justify your conclusions.
- K9 The importance of ensuring your decisions are in line with your organisation's values, policies and guidelines.
- K10 The importance of showing any assumptions you have made and risks that may be involved, and how to do so.

K11 The importance of taking decisions in time for necessary action to be taken.

K12 How to communicate your decision clearly and concisely.

Industry/sector specific knowledge and understanding

K13 Industry/sector requirements for using information to take decisions.

Context specific knowledge and understanding

K14 People who are able to contribute to the decision- making process or will be affected by the decision.

K15 Facts, patterns and trends that may impact on your decision.

K16 Your organisation's policies, values and guidelines.

K17 The scope of your authority for taking decisions and when you need to refer to someone else.

K18 Whom to go to for advice if you do not have adequate information, the decision is outside your area of responsibility, or your decisions conflict with policies, values and guidelines.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Present information clearly, concisely, accurately and in ways that promote understanding
- 2 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 3 Act within the limits of your authority
- 4 Show integrity, fairness and consistency in decision-making
- 5 Check the accuracy and validity of information
- 6 Seek concrete information in an ambiguous situation
- 7 Seek to understand people's needs and motivations
- 8 Identify the range of elements in a situation and how they relate to each other
- 9 Build a plausible picture from limited data
- 10 Specify the assumptions made and risks involved in understanding a situation
- 11 Test a variety of options before taking a decision
- 12 Take timely decisions that are realistic for the situation
- 13 Take decisions in uncertain situations or based on incomplete information when necessary
- 14 Take and implement difficult and/or unpopular decisions, if necessary

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Information management
- Involving others
- Prioritising
- Problem solving
- Setting objectives
- Time management

Developed by: CFA Business skills @ work

Version: 2



Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LEC5

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager; Farmer; Director; Farm Manager; Unit Manager

Suite: Management & Leadership; Animal Technology; Agricultural Management

Key words: Management & leadership; decision making

## Overview

## Performance criteria

You must be able to:

## Knowledge and understanding

You need to know and understand:

## Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

## Skills

When performing to this standard, you are likely to demonstrate the following skills:

Developed by: SkillsCFA

Version: 2

Date approved: March 2012



Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LAA1

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager

Suite: Management and leadership

Key words: Management & leadership; manage yourself

## CFAM&LFA5

### Manage projects

#### Overview

This standard is about managing projects for which you have been given responsibility. This standard is relevant to managers and leaders who are required to manage projects. This standard links closely to CFAM&LFA4 Manage programmes. Effective project management also requires project managers to be competent in a range of other standards, such as, CFAM&LBA3 Lead your team, CFAM&LDB2 Allocate work to team members, CFAM&LDB3 Quality assure work in your team, CFAM&LEA4 Manage budgets, CFAM&LEB3 Manage physical resources and CFAM&LEC4 Communicate information and knowledge.

#### Performance criteria

You must be able to:

- P1 Discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsors and other key stakeholders.
- P2 Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.
- P3 Develop, in consultation with project team members, a realistic and thorough plan for undertaking the project and achieving its objectives.
- P4 Discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary.
- P5 Brief project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information.
- P6 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies.
- P7 Implement the project plan, selecting and applying effective project management tools and techniques to monitor, control and review progress.
- P8 Communicate progress to the project sponsor, other key stakeholders and project team members on a regular basis.
- P9 Identify, in the light of progress, problems encountered or changes to organisational objectives, any required changes to the project plan, obtaining agreement from project sponsors and other key stakeholders where necessary.
- P10 Deliver project objectives on time and within budget.
- P11 Confirm satisfactory completion of the project with the project sponsor and any key stakeholders.

P12 Evaluate the success of the project, identifying what lessons can be learned and shared.

P13 Celebrate the completion of the project, recognising the contributions of project team members.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

K1 The characteristics of projects as opposed to routine management functions/activities.

K2 The role and key responsibilities of a project manager.

K3 Key stages in the project life cycle.

K4 The importance of the relationship between the project manager and the project sponsors and any key stakeholders.

K5 Why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsors and any key stakeholders before detailed planning commences.

K6 The type of information needed for effective project planning.

K7 Why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.

K8 Why it is important to consult with relevant people in developing a project plan and how to do so effectively.

K9 What should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders.

K10 Why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively.

K11 Ways of providing ongoing support, encouragement and information to any project team members.

K12 Ways of identifying and managing potential risks in relation to the project.

K13 The importance of contingency planning and how to do it effectively.

K14 How to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project.

K15 Effective ways of communicating with project sponsors and any key stakeholders during a project.

K16 The importance of agreeing changes to the project plan with the project sponsors and any key stakeholders.

K17 The type of changes that might need to be made to a project plan during implementation.

K18 Why it is important to confirm satisfactory completion of the project with the project sponsors and any key stakeholders and how to do so effectively.

K19 How to establish effective systems for evaluating the success of projects and identifying lessons for the future.

K20 The importance of recognising the contributions of project team members to the success of projects and different ways of doing so.

Industry/sector specific knowledge and understanding

K21 Project management tools and techniques commonly used in the industry or sector.

K22 Risks and contingencies common to the industry/sector.

K23 Industry/sector specific legislation, regulations, guidelines and codes of practice.

Context specific knowledge and understanding

K24 The project sponsors – the individual or group for whom the project is being undertaken.

K25 Key stakeholders – the individuals or groups who have a significant interest in the success of the project and the organisation.

K26 The agreed key objectives and scope of the proposed project and the available resources.

- K27 The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken.
- K28 Your organisation's project management methodology, policy and procedures.
- K29 Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.
- K30 The agreed project plan.
- K31 The roles and responsibilities of any project team members.
- K32 Methods used for briefing, supporting, encouraging and providing information to any project team members.
- K33 Processes and resources put in place to manage potential risks and deal with contingencies.
- K34 Type and nature of potential risks identified and contingencies encountered.
- K35 Specific project management tools and techniques used to monitor, control and review progress.
- K36 Processes in place for communicating information on progress of the project to the project sponsors, any key stakeholders and any project team members.
- K37 Processes in place for identifying and agreeing changes to the project plan and any changes which have been made.
- K38 Processes for confirming satisfactory completion of the project with the project sponsors and any key stakeholders.
- K39 Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project.
- K40 Methods used for recognising the contributions of any project team members to successful projects.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Identify the range of elements in a situation and how they relate to each other
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Act within the limits of your own authority
- 5 Watch out for potential risks and hazards
- 6 Prioritise objectives and plan work to make the effective use of time and resources
- 7 Take personal responsibility for making things happen
- 8 Clearly agree what is expected of others and hold them to account
- 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 10 Take pride in delivering high quality work
- 11 Create a sense of common purpose
- 12 Make effective use of available resources
- 13 Seek new sources of support when necessary
- 14 Identify the implications or consequences of a situation
- 15 Take timely decisions that are realistic for the situation

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Consulting
- Contingency planning
- Decision-making
- Delegating
- Evaluating



- ☐ Information management
- ☐ Involving others
- ☐ Leadership
- ☐ Managing conflict
- ☐ Monitoring
- ☐ Motivating
- ☐ Negotiating
- ☐ Planning
- ☐ Presenting information
- ☐ Prioritising
- ☐ Problem solving
- ☐ Providing feedback
- ☐ Reporting
- ☐ Reviewing
- ☐ Risk management
- ☐ Setting objectives
- ☐ Stress management
  
- ☐ Thinking systematically
- ☐ Time management

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LFA5

Relevant occupations: Managers and Senior Officials; Marketing Occupations; Performing Arts; Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services; Animal Facility Manager

Suite: Management & Leadership; Marketing (2013); Live Events Management; Leadership Management in Care Services; Event Security Operations; Animal Technology

Key words: Management & leadership; manage projects; Marketing; Live Events, Exhibitions

## Overview

**Performance criteria**

You must be able to:

**Knowledge and understanding**

You need to know and understand:

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LAA1

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager

Suite: Management and leadership

Key words: Management & leadership; manage yourself

**CFAM&LFD3****Manage customer service****Overview**

This standard is about managing the delivery of customer service. This standard is relevant to managers and leaders who are required to manage the delivery of customer service as part of a broader management role. This standard links to the other standards in key are FD Manage customer service.

### **Performance criteria**

You must be able to:

- P1 Engage people within your organisation and other key stakeholders in managing customer service.
- P2 Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements.
- P3 Organise people and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies.
- P4 Ensure people delivering customer service are competent to carry out their duties, and provide them with any necessary training, support and supervision.
- P5 Ensure people understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.
- P6 Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.
- P7 Ensure customers are kept informed about the actions you are taking to deal with their requests or problems.
- P8 Encourage staff and customers to provide feedback on their perceptions of the standards of customer service.
- P9 Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers.
- P10 Analyse customer service data to identify the causes of problems and opportunities for improving customer service.
- P11 Make or recommend changes to processes, systems or standards in order to improve customer service.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage people within your organisation and other stakeholders in managing customer service.
- K2 How to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources.
- K3 How to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies.
- K4 How to identify likely contingencies when organising staffing and other resources.
- K5 How to identify sustainable resources and ensure their effective use when organising the delivery of customer service.
- K6 The importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so.
- K7 The importance of ensuring staff understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.
- K8 The importance of taking responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.
- K9 The importance of keeping customers informed about the actions you are taking to deal with their requests or problems.
- K10 How to identify and manage potential issues before they develop into problems.
- K11 How to deal with customers' requests and/or problems.
- K12 The importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service.

- K13 How to monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously.
- K14 The types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service.
- K15 Types of problems and opportunities for improving customer service.
- K16 The importance of making or recommending changes to processes, systems and/or standards in order to improve customer service, and how to do so.

Industry/sector specific knowledge and understanding

- K17 Industry/sector requirements for the delivery of customer service.

Context specific knowledge and understanding

- K18 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K19 Your organisation's key stakeholders and their interests.
- K20 Your organisation's customers and their expectations of customer service.
- K21 Your organisation's complaints policy and procedures.
- K22 Your organisation's available resources.
- K23 Your organisation's staffing in relation to delivering customer service.
- K24 Sources of advice, guidance and support from customer service specialists or more senior managers.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Respond promptly to crises and problems with a proposed course of action
- 2 Seek opportunities to improve performance
- 3 Encourage others to take decisions autonomously, when appropriate
- 4 Demonstrate a clear understanding of different customers and their real and perceived needs
- 5 Empower staff to solve customer problems within clear limits of authority
- 6 Take personal responsibility for resolving customer problems referred to you by other staff
- 7 Recognise recurring problems and promote changes to structures, systems and processes to resolve these
- 8 Encourage and welcome feedback from others and use this feedback constructively
- 9 Prioritise objectives and plan work to make the effective use of time and resources
- 10 Take personal responsibility for making things happen
- 11 Clearly agree what is expected of others and hold them to account
- 12 Honour your commitments to others
- 13 Identify the implications or consequences of a situation
- 14 Take timely decisions that are realistic for the situation

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Analysing
- Communicating
- Information management
- Managing conflict
- Monitoring
- Obtaining feedback
- Planning
- Problem solving
- Reviewing
- Team building

- ☑ Thinking with a focus on customers
- ☑ Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LFD3

Relevant occupations: Managers and Senior Officials; Operations Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; manage; customer service

## CFAM&LBB3

### Manage corporate social responsibility (CSR)

#### Overview

This standard is about managing Corporate Social Responsibility (CSR), aligning your organisation's values and behaviour with the expectations and needs of its stakeholders, not just its customers and investors, but also its employees, suppliers, communities, regulators, special interest groups and society as a whole. This standard is for managers and leaders who have the specific responsibility for managing CSR for their organisation. This standard links closely with CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements and with CFAM&LEB4 Manage the environmental and social impacts of your work.

#### Performance criteria

You must be able to:

- P1 Engage people within your organisation and other key stakeholders in reviewing and developing your organisation's CSR policy and objectives.
- P2 Evaluate the impact of your organisation on the environment, the local community and society as a whole and ways in which its impact can be more beneficial.
- P3 Ensure your CSR policy and objectives reflect your organisation's vision and values and its legal, ethical, social and environmental responsibilities.
- P4 Communicate to people within your organisation and other stakeholders your CSR policy and its benefits both to your organisation and society.
- P5 Ensure your organisation's normal business activities – particularly employment, selection of collaborators/suppliers, use of resources, health and safety – comply with your CSR policy.
- P6 Support initiatives which create shared value for your organisation, the community and the wider social and physical environment.
- P7 Monitor compliance with your CSR policy and progress towards its objectives and take appropriate action.
- P8 Provide advice, guidance and support towards achieving CSR objectives, when required.

P9 Report achievement of, and progress towards, your CSR objectives to stakeholders, encouraging their feedback.

P10 Review your organisation's CSR policy and objectives, in the light of results, feedback from stakeholders and any significant changes in the operating environment.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and other stakeholders in CSR.
- K2 How to measure the impact of your organisation on the environment, the local community and society.
- K3 The principles and methods of effective communication, and how to apply them.
- K4 The principles and methods of effective negotiation, and how to apply them.
- K5 Consensus-building principles, methods and techniques.
- K6 Corporate social responsibility (CSR) principles, methods, tools and techniques.
- K7 How to monitor compliance with the CSR policy.
- K8 How to provide people with the advice, guidance and support they need.
- K9 How to evaluate the effectiveness of a CSR policy.
- K10 How to report achievement of, and progress towards, CSR objectives.

Industry/sector specific knowledge and understanding

- K11 Legal, regulatory and ethical requirements in your sector.

Context specific knowledge and understanding

- K12 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K13 Your organisation's legal, ethical, social and environmental responsibilities.
- K14 Your organisation's activities.
- K15 Your organisation's operating environment.
- K16 Your organisation's stakeholders, their interests and expectations.
- K17 Your organisation's values.
- K18 Your organisation's vision.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Make time available to support others
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Identify and raise ethical concerns
- 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 9 Communicate clearly the value and benefits of a proposed course of action
- 10 Work towards win-win solutions
- 11 Acknowledge differing points of view and seek to build consensus
- 12 Seek to influence the climate and culture of the organisation
- 13 Recognise stakeholders' needs and interests and manage these effectively
- 14 Take and implement difficult and/or unpopular decisions, where necessary

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Assessing
- Balancing competing needs and interests
- Building consensus
- Communicating
- Consulting
- Evaluating
- Influencing
- Inspiring
- Involving others
- Leadership
- Monitoring
- Networking
- Persuading
- Presenting information
- Reporting
- Reviewing
- Setting objectives

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LBB3

Relevant occupations: Managers and Senior Officials

Suite: Management and leadership

Key words: Management & leadership; corporate social responsibility

## CFAM&LCA5

### Evaluate change

#### Overview

This standard is about evaluating change. It involves checking to see whether the objectives have been achieved, identifying any other benefits or disadvantages resulting from the change and learning the lessons from the change process itself. This standard is relevant to managers who are responsible for evaluating organisational change processes. This standard links closely to all the other standards in key area CA Facilitate innovation and change. It also links to CFAM&LFE5 Manage continuous improvement.

**Performance criteria**

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in evaluating change.
- P2 Evaluate the results of the change process against the success criteria agreed with key stakeholders.
- P3 Establish the reasons for any failure to meet the success criteria in full.
- P4 Evaluate the impact on people involved in the change process.
- P5 Identify any unanticipated benefits or disadvantages arising from the change and the reasons for these.
- P6 Review the change process, including any deviations from the original plan, and identify the lessons to be learned for future change processes.
- P7 Calculate the net value of the change and determine whether it meets the expectations of key stakeholders.
- P8 Communicate the findings of your evaluation to key stakeholders with recommendations for any further changes required.

**Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and other stakeholders in evaluating change.
- K2 The principles and methods of effective communication and how to apply them.
- K3 How to analyse change processes to identify the causes of success or failure and unanticipated benefits or disadvantages.
- K4 How to identify lessons to be learned and applied to future change processes.
- K5 How to calculate net value of changes.
- K6 How to formulate and present recommendations.

Industry/sector specific knowledge and understanding

- K7 Legal, regulatory and ethical requirements in your sector.

Context specific knowledge and understanding

- K8 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K9 Your organisation's stakeholders, their interests and expectations.
- K10 Your organisation's culture.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek opportunities to improve performance
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Reflect on your experiences and use the lessons to guide your decisions and actions
- 4 Check the accuracy and validity of information
- 5 Recognise stakeholders' needs and interests and manage these effectively
- 6 Identify the range of elements in a situation and how they relate to each other
- 7 Identify the implications or consequences of a situation
- 8 Build a plausible picture from limited data
- 9 Specify the assumptions made and risks involved in understanding a situation

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:



- ☑ Analysing
- ☑ Communicating
- ☑ Evaluating
- ☑ Information management
- ☑ Presenting information
- ☑ Reflecting
- ☑ Reviewing

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LCA5

Relevant occupations: Managers and Senior Officials; Operations Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; evaluate; change

## CFAM&LDA3

### Induct individuals into their roles

#### Overview

This standard is about inducting individuals – who may be new recruits or people already in the organisation – into new work roles. This standard is not intended for human resources specialists. It relevant to managers and leaders who are responsible for inducting individuals into new work roles in their organisation or their particular area of responsibility. This standard links closely to CFAM&LDA2 Recruit, select and retain people, CFAM&LDA4 Manage the redeployment of people, CFAM&LDB1 Build teams and all the standards in key area DC Develop and support individuals.

#### Performance criteria

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in inducting people into their roles.
- P2 Ensure you comply with your organisation's induction, equality, diversity and inclusion policies.
- P3 Seek and make use of specialist resources, where required.
- P4 Welcome individuals and explain the unique contribution they are expected to make to achieving the objectives of the organisation and their work area.
- P5 Explain to individuals the purpose and importance of a structured induction programme.
- P6 Establish individuals' needs for information about your organisation, organisational policies and practices, their work roles and people they will work with.
- P7 Establish any specific learning and development needs to enable individuals to perform their duties safely and effectively.

P8 Provide individuals with an induction programme to meet their information, learning and development needs.

P9 Take account of individuals' diverse needs when designing their induction programmes.

P10 Introduce individuals to the people they will work with, explaining respective roles and how they will interface.

P11 Encourage individuals to take responsibility for monitoring their progress and completing their induction programmes.

P12 Provide support, supervision and feedback to enable individuals to perform effectively as soon as possible.

P13 Obtain feedback and engage individuals in evaluating the effectiveness of their induction programmes and identifying any areas for improvement.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

K1 How to engage employees and other stakeholders in induction processes.

K2 How to identify individuals' information, learning and development needs.

K3 The purpose and importance of a structured induction programme.

K4 What an induction programme should cover.

K5 How to identify and take account of individuals' diverse needs in induction programmes.

K6 How to encourage individuals to take responsibility for their progress.

K7 How to provide the support, supervision and feedback individuals need.

K8 How and when to review individuals' progress towards achieving the objectives in their induction programmes.

K9 How to obtain and make use of feedback.

K10 The importance of evaluating the effectiveness of induction programmes and identifying areas for improvement.

Industry/sector specific knowledge and understanding

K11 Employment practices in your sector. K12 Legal, regulatory and ethical requirements in your sector.

K13 Working culture and practices in your sector.

Context specific knowledge and understanding

K14 Your organisation's induction policy.

K15 Your organisation's equality, diversity and inclusion policy.

K16 Specialist resources available to support induction and how to make use of them.

K17 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.

K18 The diverse needs of your workforce.

K19 Training and development opportunities and resources available.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

1 Seize opportunities presented by the diversity of people

2 Identify people's information needs

3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding

4 Present information clearly, concisely, accurately and in ways that promote understanding

5 Make time available to support others

6 Support others to make effective use of their abilities

7 Give feedback to others to help them maintain and improve their performance

- 8 Inspire others with the desire to learn
- 9 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 10 Watch out for potential risks and hazards
- 11 Agree challenging but achievable objectives
- 12 Prioritise objectives and plan work to make the effective use of time and resources
- 13 Clearly agree what is expected of others and hold them to account
- 14 Make appropriate information and knowledge available promptly to those who need it and have a right to it.

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Evaluating
- Inspiring
- Involving others
- Obtaining feedback
- Presenting information
- Prioritising
- Providing feedback
- Valuing and supporting others

Developed by: SkillsCFA  
 Version: 2  
 Date approved: March 2012  
 Indicative review date: March 2015  
 Validity: Current  
 Status: Original  
 Originating organisation: CFA business skills @ work  
 Original URN: CFAM&LDA3  
 Relevant occupations: Managers and Senior Officials  
 Suite: Management and leadership  
 Key words: Management & leadership; induct, people, roles

**M&LDA4**

**Manage the redeployment of people**

**Overview**

This standard is about redeploying people to new roles, new areas of the organisation and/or new locations. This standard is relevant to managers and leaders who are responsible for redeploying people in their organisation or their particular area of responsibility. This standard links closely to CFAM&LDA3 Induct individuals into their roles and to CFAM&LDA5 Manage redundancies.

**Performance criteria**

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in developing plans for redeploying people.
- P2 Ensure you comply with your organisation’s redeployment policies and procedures.

- P3 Seek and make use of specialist resources, where required.
- P4 Establish the business need to redeploy people to different roles, areas of the organisation and/or locations and communicate the reasons to those involved.
- P5 Draw up fair and clear criteria for selecting individuals for redeployment.
- P6 Apply selection criteria objectively to identify those individuals to be redeployed.
- P7 Make clear offers to individuals selected for redeployment, specifying:
  - P7.1 the new job title, location and reporting arrangements
  - P7.2 any changes in salary, benefits or other terms and conditions
  - P7.3 any relocation allowances
  - P7.4 the alternatives if the offer is not accepted
  - P7.5 the date by which the offer must be accepted or rejected.
- P8 Provide induction, support, supervision and feedback to enable individuals to perform safely and effectively in their new roles as soon as possible.
- P9 Evaluate the redeployment process with those involved and identify any areas for improvements.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and other stakeholders in redeployment processes.
- K2 Principles and methods of effective communication and how to apply them.
- K3 How to establish fair and clear criteria for redeployment.
- K4 What redeployment offers should cover.
- K5 The importance of providing induction, support, supervision and feedback to individuals being redeployed and how to do so.
- K6 The importance of evaluating the effectiveness of redeployment processes and identifying areas for improvement.

Industry/sector specific knowledge and understanding

- K7 Consultation requirements in your sector.
- K8 Employment practices in your sector.
- K9 Legal, regulatory and ethical requirements in your sector.

Context specific knowledge and understanding

- K10 Your organisation's redeployment policies and procedures.
- K11 Specialist resources available to support redeployment processes and how to make use of them.
- K12 The business need for redeploying people.
- K13 Employment contracts with people working in and for your organisation.
- K14 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K15 Your own role, responsibilities and level of authority.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek to turn unexpected events into opportunities rather than threats
- 2 Identify people's information needs
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Make time available to support others
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority

- 8 Show integrity, fairness and consistency in decision making
- 9 Clearly agree what is expected of others and hold them to account
- 10 Protect the confidentiality and security of information
- 11 Identify the range of elements in a situation and how they relate to each other

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Empathising
- Evaluating
- Information management
- Involving others
- Managing conflict
- Negotiating
- Planning
- Presenting information
- Reviewing
- Thinking systematically
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDA4

Relevant occupations: Managers and Senior Officials; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; managing; deployment; people

## CFAM&LDB7

### Manage flexible working

#### Overview

This standard is about managing flexible working arrangements. There is a wide range of flexible working arrangements available, covering both when people work (full time, part time, flexi-time, time off in lieu, job sharing, annual hours etc) and where people work (home working, tele-working, hotdesking etc). This standard is relevant to managers and leaders who have the authority to take decisions regarding the flexible working of

their staff. This standard links closely to CFAM&LDA1 Plan the workforce and CFAM&LDB6 Support remote/virtual teams.

**Performance criteria**

You must be able to:

- P1 Engage staff, their representatives and other key stakeholders in developing and managing flexible working arrangements.
- P2 Ensure staff understand:
  - P2.1 their rights under flexible working legislation
  - P2.2 your organisation’s flexible working policy, and
  - P2.3 the flexible working arrangements available to them.
- P3 Evaluate the range of flexible working arrangements and identify those which are consistent with the nature of your organisation’s business, its strategy and values.
- P4 Evaluate opportunities to introduce flexible working arrangements to support business processes and the achievement of objectives.
- P5 Consider the impact of flexible working arrangements on the management of your area and other parts of the organisation.
- P6 Introduce flexible working arrangements in consultation with staff, their representatives and other key stakeholders.
- P7 Verify that flexible working arrangements are compatible with the workload of the team and the achievement of objectives.
- P8 Consider requests for flexible working from staff and seek to accommodate these, where possible.
- P9 State clear reasons if you decide to refuse a flexible working request, ensuring these reasons are consistent with your organisation’s policy and legal requirements.
- P10 Handle appeals to decisions to refuse a flexible working request in line with your organisation’s policy and legal requirements.
- P11 Seek support from specialists, where necessary.
- P12 Engage staff, their representatives and other key stakeholders in reviewing flexible working arrangements on a regular basis.

**Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage staff, their representatives and other key stakeholders in developing, managing and reviewing flexible working arrangements.
- K2 The range of flexible working arrangements available.
- K3 Principles and methods of effective communication and how to apply them.
- K4 How to consult with staff, their representatives and other key stakeholders.
- K5 Legal requirements relating to flexible working.
- K6 How to evaluate requests for flexible working and identify ways of accommodating these.
- K7 Legitimate reasons for refusing requests for flexible working.

Industry/sector specific knowledge and understanding

- K8 Industry/sector requirements for consultation with employees and their representatives.

Context specific knowledge and understanding

- K9 Individuals within your area of work, their roles, responsibilities, competences and potential.

- K10 Your organisation's flexible working policy and the flexible working arrangements available within this policy.  
K11 Your organisation's business, strategy and values.  
K12 Your organisation's stakeholders and their interests.  
K13 Sources of specialist support.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek to turn unexpected events into opportunities rather than threats
- 2 Try out new ways of working
- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Present information clearly, concisely, accurately and in ways that promote understanding
- 5 Keep people informed of plans and developments in a timely way
- 6 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 7 Support others to realise their potential and achieve their personal aspirations
- 8 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 9 Take action to uphold individuals' rights
- 10 Show integrity, fairness and consistency in decision making
- 11 Say no to unreasonable requests
- 12 Check the accuracy and validity of information
- 13 Identify the implications or consequences of a situation
- 14 Take and implement difficult and/or unpopular decisions, if necessary

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Balancing competing needs and interests
- Communicating
- Decision-making
- Empathising
- Evaluating
- Innovating
- Monitoring
- Presenting information
- Reviewing
- Thinking strategically
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original



Originating organisation: CFA business skills @ work

Original URN: CFAM&LDB7

Relevant occupations: Managers and Senior Officials

Suite: Management and leadership

Key words: Management & leadership; manage; flexible working

## CFAM&LDB9

### Promote staff wellbeing

#### Overview

This standard is about promoting the wellbeing of your staff. This standard is relevant to managers and leaders who have staff reporting to them and the authority to take action to promote their wellbeing. This standard links closely to all the other standards in key area DB Manage teams and also to CFAM&LEB1 Provide healthy, safe, secure and productive working environments and practices.

#### Performance criteria

You must be able to:

- P1 Engage staff, their representatives and other key stakeholders in promoting staff wellbeing.
- P2 Review key indicators and use these to measure improvements in staff wellbeing.
- P3 Evaluate levels of staff wellbeing through analysis of available quantitative and qualitative data.
- P4 Develop a wellbeing culture and implement specific initiatives to enhance staff wellbeing in identified areas.
- P5 Ensure objectives and workloads of staff are achievable within the working hours available.
- P6 Provide staff with the training, support and supervision they need to be able to fulfil their responsibilities effectively both now and in the future.
- P7 Make yourself available to discuss confidentially with staff problems affecting their wellbeing.
- P8 Recognise indications that staff have problems affecting their wellbeing and take prompt and effective action to alleviate the problems, where possible.
- P9 Consult with, or refer staff to, specialists, where their problems are outside your area of competence or authority

#### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage staff, their representatives and other key stakeholders in promoting staff wellbeing.
- K2 Key indicators (such as attendance, retention, working hours, productivity, job satisfaction, innovative suggestions) and measures of staff wellbeing.
- K3 Quantitative data (such as absenteeism, staff turnover, accident records, overtime) which can be used to evaluate levels of staff wellbeing.
- K4 Qualitative information (such as supervisory meetings, appraisals, exit interviews, staff surveys, body language) which can be used to evaluate levels of staff wellbeing.
- K5 How to analyse quantitative data and qualitative information to evaluate levels of staff wellbeing.
- K6 Initiatives that can be implemented to reduce stress and enhance staff wellbeing.
- K7 How to calculate achievable objectives and workloads for staff.
- K8 The importance of providing staff with opportunities to discuss issues affecting their wellbeing.
- K9 How to recognise indications that staff are having problems affecting their wellbeing.
- K10 The range of actions you can take to alleviate problems affecting staff wellbeing



Industry/sector specific knowledge and understanding

K11 Industry/sector requirements for consultation with employees and their representatives.

K12 Industry/sector requirements for enhancing staff wellbeing.

Context specific knowledge and understanding

K13 Data available in your organisation that can inform an assessment of staff wellbeing.

K14 Individuals within your area of work, their roles, responsibilities, competences and potential.

K15 Sources of specialist expertise.

K16 Your organisation's vision, strategy, values and culture.

K17 Your organisation's stakeholders and their interests.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Try out new ways of working
- 3 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 4 Make time available to support others
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Act within the limits of your authority
- 7 Refer issues outside the limits of your authority to appropriate people
- 8 Watch out for potential risks and hazards
- 9 Show integrity, fairness and consistency in decision making
- 10 Address performance issues promptly and resolve them directly with the people involved
- 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 12 Identify the implications or consequences of a situation

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Empathising
- Evaluating
- Leadership
- Leading by example
- Obtaining feedback
- Planning
- Problem solving
- Reviewing
- Risk management
- Setting objectives
- Stress management
- Team building
- Valuing and supporting others

Developed by: SkillsCFA

Version: 2

Date approved: March 2012

Indicative review date: March 2015



Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDB9

Relevant occupations: Managers and Senior Officials; Animal Facility Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; enhance; staff wellbeing

## CFAM&LDC3

### Mentor individuals

#### Overview

This standard is about helping individuals – either in your own team or from another work group – to develop and maintain their performance through mentoring. Mentoring includes providing information and advice to individuals and facilitating their access to the people and resources they need in order to develop and progress. This standard is relevant to managers and leaders who have a specific responsibility for mentoring individuals. This standard links closely with all the other standards in key area DC Develop and support individuals.

#### Performance criteria

You must be able to:

P1 Help individuals clarify what they require and expect from mentoring.

P2 Check that mentoring is appropriate to meet the individual's requirements and expectations.

P3 Ensure that individuals' mentoring requirements and expectations are in line with your organisation's objectives.

P4 Clarify your own expectations of the mentoring process.

P5 Establish with individuals the information and advice they require and the people and resources they need to access.

P6 Establish with individuals

P6.1 the mentoring you will provide

P6.2 the timescale

P6.3 the location, frequency and duration of meetings

P6.4 points at which progress will be reviewed

P6.5 how progress will be measured and assessed.

P7 Facilitate individuals' access to the information, people and resources they require for their development.

P8 Provide advice to individuals based on your own knowledge and experience and facilitate individuals' access to other sources of advice, if required.

P9 Encourage individuals to reflect on their progress and articulate their thoughts and feelings about it.

P10 Monitor individuals' progress and provide specific feedback designed to improve their performance.

P11 Agree with individuals when they no longer require mentoring.

P12 Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.

#### Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 How to establish a mentoring contract with individuals and what the contract should cover.

K2 How to facilitate individuals' access to the information, people and resources they require.

- K3 The importance of individuals reflecting on their progress and how to help them do this.
- K4 The importance of monitoring individuals' progress and how to do this.
- K5 How to give individuals specific feedback designed to improve their performance.
- K6 The importance of recognising when individuals have achieved their development objectives.
- K7 How to empower individuals to take responsibility for their own development.

Industry/sector specific knowledge and understanding

- K8 Industry/sector requirements for supporting individuals to improve their performance.

Context specific knowledge and understanding

- K9 Individuals in your area of work, their roles, responsibilities, competences and potential.
- K10 Your organisation's objectives.
- K11 Sources of information, resources and advice in your organisation.
- K12 Your organisation's policies and practices in relation to mentoring.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek opportunities to improve performance
- 2 Find practical ways to overcome obstacles
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 6 Support others to make effective use of their abilities
- 7 Give feedback to others to help them maintain and improve their performance
- 8 Recognise the achievements and success of others
- 9 Inspire others with the desire to learn
- 10 Make appropriate information and knowledge available promptly to those who need it and have a right to it
- 11 Introduce people and organisations with common interests to each other
- 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Empathising
- Empowering
- Evaluating
- Influencing
- Information management
- Inspiring
- Leading by example
- Learning
- Mentoring
- Monitoring
- Motivating
- Networking
- Planning
- Presenting information
- Problem solving
- Providing feedback

- ☑ Questioning
- ☑ Reflecting
- ☑ Reviewing
- ☑ Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDC3

Relevant occupations: Managers and Senior Officials; Licensed Animal Technologist; Team Leader; Animal Facility Manager; Operations Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; mentoring

## CFAM&LFE2

### Manage quality audits

#### Overview

This standard is about managing a programme of quality audits to ensure people are complying with your organisation's quality system and procedures. This standard is relevant to managers and leaders who, as part of their role, are responsible for managing quality audits. This standard links closely to all the other standards in key area FE Manage quality and performance.

#### Performance criteria

You must be able to:

P1 Engage people within your organisation and other key stakeholders in auditing compliance with your organisation's quality systems.

P2 Establish the scope and objectives of quality audits.

P3 Evaluate the relative risks – probability and impact – of organisational processes not complying with quality systems.

P4 Develop a programme of quality audits which prioritises those areas and processes at greatest risk.

P5 Develop, support and supervise a sufficient number of competent people to carry out the programme of audits.

P6 Allocate audits to competent people on an equitable basis, taking into account their expertise and development needs.

P7 Ensure those responsible for organisational processes understand the requirements of quality systems and procedures and their roles within quality audits.

- P8 Monitor progress of quality audits against the planned programme and take effective action in the event of significant variances or changes in organisational strategy, risk assessment or resource availability.
- P9 Evaluate the results of quality audits and report non-compliance and associated risks to senior management with the appropriate level of urgency.
- P10 Provide feedback to those whose performance was audited in ways which enhance their confidence and commitment to quality.
- P11 Use the results to inform risk assessment and the preparation of future quality audit programmes

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 How to engage people within your organisation and other stakeholders in auditing compliance with your organisation's quality systems.
- K2 Quality management principles, methods, tools and techniques.
- K3 Risk management principles, methods, tools and techniques.
- K4 How to prioritise areas and processes at greatest risk of non-compliance.
- K5 How to develop a quality audit programme.
- K6 How to carry out quality audits.
- K7 The competences quality auditors require.
- K8 How to calculate the resources required to deliver a quality audit programme.
- K9 Principles and methods of effective communication and how to apply them.
- K10 How to monitor progress against plans and identify significant variances.
- K11 How to evaluate the results of quality audits and identify cases of noncompliance which require urgent attention.
- K12 How to provide feedback those whose performance was audited in ways which enhance their confidence and commitment to quality.
- K13 How to identify the lessons learned.

Industry/sector specific knowledge and understanding

- K14 Legal, regulatory and ethical requirements in your sector/industry.
- K15 Industry/sector requirements for quality assurance.

Context specific knowledge and understanding

- K16 Individuals within your work area, their roles, responsibilities, competences and potential.
- K17 Your organisation's key stakeholders and their interests.
- K18 Your organisation's quality systems.
- K19 The people in your organisation with responsibility for quality.
- K20 Your organisation's strategy.
- K21 Your organisation's resources.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Support others to make effective use of their abilities
- 6 Give feedback to others to help them improve their performance

- 7 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 9 Make effective use of existing sources of information
- 10 Check the accuracy and validity of information
- 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 12 Identify the implications or consequences of a situation
- 13 Take timely decisions that are realistic for the situation

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Assessing
- Communicating
- Delegating
- Evaluating
- Information management
- Involving others
- Monitoring
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Risk management
- Thinking systematically

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LFE2

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; quality audits

## **CFAM&LFC3**

### **Sell products and services**

#### **Overview**

This standard is about the activities involved within the sales cycle in matching products and services to customers' needs. This standard is relevant to those involved in selling their organisation's products and services, but are not necessarily sales specialists. For example, such individuals might be 'general' managers within larger organisations, or managers and/or proprietors within small to medium-sized organisations. This standard links with the other standards in key area FC Manage sales.

### **Performance criteria**

You must be able to:

- P1 Contact customers identified as sales leads, accessing those who can make buying decisions.
- P2 Identify customer requirements through careful questioning, checking for understanding and summarising their buying needs and interests.
- P3 Identify the key features and associated benefits of your relevant products and services, relating these to the needs identified.
- P4 Assess with the customer which of your products and services are suitable for their needs.
- P5 Evaluate potential trade-offs, whereby particular aspects of the product or service's package might be enhanced whilst others of lesser importance might be reduced, which may be beneficial both to the customer and to your organisation.
- P6 Provide accurate information regarding products, services and prices.
- P7 Make proposals to match the customer's requirements.
- P8 Explore any queries or objections raised by the customer and identify any reasons holding the customer back from agreeing the sale.
- P9 Identify and prioritise any concerns the customer may have.
- P10 Provide evidence of the strengths of your organisation and its products and services to address any concerns the customer may have.
- P11 Check that the customer agrees how any concerns can be overcome.
- P12 Interpret verbal and non-verbal buying signals given by the customer and act upon them accordingly in progressing towards closing the sale.
- P13 Close the sale by gaining the commitment of the customer.
- P14 Agree future contact arrangements, including post-sales calls to confirm customer satisfaction where relevant.
- P15 Record all required details accurately and clearly
- P16 Fulfil all relevant legal, regulatory and ethical requirements.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 The difference between influencers and decision makers and their relative roles in the decision-making process.
- K2 The key stages in the sales cycle, and how to use this effectively in structuring the sales approach.
- K3 The importance of listening effectively, and of confirming understanding.
- K4 The importance of effective questioning techniques and how to use these.
- K5 The difference between features and benefits, and how to use these effectively in selling.
- K6 The typical range of behaviours displayed by customers, including body language, and how to respond to these constructively in a sales situation.
- K7 Typical objections that can arise in a selling situation, including the difference between sincere and insincere objections, and how to manage these effectively.
- K8 Effective methods for closing sales.

Industry/sector specific knowledge and understanding

K9 Legal, regulatory and ethical requirements impacting upon selling in your sector.

Context specific knowledge and understanding

K10 Your organisation's sales plans and objectives, including its target market, key customers and their requirements from your products and services.

K11 Your organisation's products and services, their features and potential benefits.

K12 Your organisation's structure and lines of decision-making.

K13 Competitor sales activities, and key features of their products and services.

K14 Your own sales targets and plans for achieving these.

K15 Your organisation's sales process and procedures, including recording requirements.

K16 Available literature and materials to support the selling process.

### Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Encourage, generate and recognise innovative solutions
- 2 Find practical ways to overcome obstacles
- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Present information clearly, concisely, accurately and in ways that promote understanding
- 5 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 6 Show respect for the views and actions of others
- 7 Demonstrate a clear understanding of different customers and their real and perceived needs
- 8 Prioritise objectives and plan work to make the effective use of time and resources
- 9 Seek to understand people's needs and motivations
- 10 Communicate clearly the value and benefits of a proposed course of action
- 11 Work towards 'win-win' solutions
- 12 Honour your commitments to others
- 13 Respond positively and creatively to setbacks

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Assessing
- Communicating
- Empathising
- Information management
- Innovating
- Negotiating
- Obtaining feedback
- Persuading
- Presenting information
- Prioritising
- Problem solving
- Questioning
- Reflecting
- Thinking with a focus on customers

Developed by: CFA Business skills @ work





Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LFC3

Relevant occupations: Managers and Senior Officials

Suite: Management and leadership

Key words: Management & leadership; sell; products; services

## CFAM&LDD3

### Develop and sustain collaborative relationships with other departments

#### Overview

This unit is about developing and sustaining collaborative relationships with other departments within your organisation. This standard is relevant to managers and leaders who need to work in collaboration with other departments in their organisation. This standard links closely with all the other standards in key area DD Build and sustain relationships.

#### Performance criteria

You must be able to:

P1 Identify departments within your organisation with which you need to work in order to achieve objectives.

P2 Evaluate opportunities to work collaboratively with other departments to improve overall organisational efficiency and effectiveness.

P3 Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with.

P4 Agree with other departments:

P4.1 the aims and objectives of collaboration

P4.2 the benefits each department expects from collaboration

P4.3 the resources each department will commit to the collaboration

P4.4 the actions each department will take and when

P4.5 the expected outcomes and levels of service

P4.6 the risks involved in the collaboration and how these will be managed

P4.7 arrangements for communicating with each other and reporting progress

P4.8 how and when you will review the effectiveness of your collaboration.

P5 Take agreed actions at the agreed time; inform the other department if you are unable to do so and the reasons for this.

P6 Seek to understand difficult situations and issues from the other department's perspective and provide support, where necessary, to move things forward.

P7 Report to, and receive reports from, the other department according to arrangements agreed.

P8 Provide specific feedback to the other department in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.

P9 Review the effectiveness of your collaboration at agreed times and agree:

P9.1 the extent to which the aims and objectives have been achieved

P9.2 the actions carried out by each department, any deviations from the actions agreed and reasons for these

P9.3 any failures or mistakes, the reasons for these and ways of avoiding these failures or mistakes in the future

P9.4 the resources committed by each department and ways in which these resource costs may be reduced in the future

P9.5 the benefits to each department, the value of these benefits and how benefits may be increased in the future

P9.6 the extent to which the expectations and service levels have been met

P9.7 any changes to make your collaboration more effective in the future.

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

K1 Principles and methods of effective communication and how to apply them.

K2 Principles and methods of negotiation and how to negotiate agreements of mutual benefit.

K3 How to develop service level agreements with other departments and what they should cover.

K4 How to assess and manage the risks involved in collaborative working.

K5 How to develop communication protocols with other departments.

K6 The importance of meeting your commitments and keeping people informed if you are unable to do so.

K7 How to provide support to help others meet their commitments.

K8 How to provide specific feedback to help other departments perform effectively and reinforce their commitment and enthusiasm.

K9 The importance of effectively reviewing collaborative arrangements, and how to do so.

Industry/sector specific knowledge and understanding

K10 Industry/sector legislation guidelines and codes of practice.

Context specific knowledge and understanding

K11 Your organisation's structure.

K12 Your organisation's vision and strategic objectives.

K13 The nature of the relationship between other departments and your area of responsibility.

K14 Opportunities for synergy with other departments.

K15 Individuals departments with which you need to collaborate, their roles, responsibilities, competence and potential.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

1 Present information clearly, concisely, accurately and in ways that promote understanding

2 Keep people informed of plans and developments in a timely way

3 Show respect for the views and actions of others

4 Act within the limits of your authority

5 Communicate clearly the value and benefits of a proposed course of action

6 Seek to influence the climate and culture of the organisation

7 Identify and work with people and organisations that can provide support for your work

8 Clarify your own and others' expectations of relationships

9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

10 Honour your commitments to others

11 Specify the assumptions made and risks involved in understanding a situation

**Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Assessing
- Communicating
- Empathising
- Evaluating
- Information management
- Involving others
- Leading by example
- Managing conflict
- Negotiating
- Networking
- Obtaining feedback
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reporting
- Reviewing
- Risk management
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDD3

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; develop; sustain; collaborative relationship; other departments

**CFACSC5**

**Monitor and solve customer service problems**

**Overview**

This Standard is part of the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems. Remember that

customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them. This Standard is about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

**Performance criteria**

You must be able to:

Solve immediate customer service problems

P1 respond positively to customer service problems following organisational guidelines

P2 solve customer service problems when you have sufficient authority

P3 work with others to solve customer service problems

P4 keep customers informed of the actions being taken

P5 check with customers that they are comfortable with the actions being taken

P6 solve problems with service systems and procedures that might affect customers before they become aware of them

P7 inform managers and colleagues of the steps taken to solve specific problems

Identify repeated customer service problems and options for solving them

P8 identify repeated customer service problems

P9 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option

P10 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation

Take action to avoid the repetition of customer service problems

P11 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated

P12 action your agreed solution

P13 keep your customers informed in a positive and clear manner of steps being taken to solve any service problems

P14 monitor the changes you have made and adjust them if appropriate

**Knowledge and understanding**

You need to know and understand:

K1 organisational procedures and systems for dealing with customer service problems

K2 organisational procedures and systems for identifying repeated customer service problems

K3 how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers

K4 how to negotiate with and reassure customers while their problems are being solved

K5 the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media



Date approved: January 2013  
Indicative review date: January 2016

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFACSC5

Relevant occupations: Customer Service Occupations; Deputy manager, manager, department controller, pit boss, inspector

Suite: Customer Service (2013); Gambling; Print Administration

Key words: monitor problems; solve problems; customer service problems; customer loyalty; impress; customer service; communication; problem solving; behaviours; work with others; team working; giving information; receiving information services; products; gambling

## CFACSD8

### Work with others to improve customer service

#### Overview

This Standard is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service. This Standard is about how you develop a relationship with others to improve your customer service performance.

#### Performance criteria

You must be able to:

Improve customer service by working with others

P1 contribute constructive ideas for improving customer service

P2 identify what you have to do to improve customer service and confirm this with others

P3 agree with others what they have to do to improve customer service

P4 co-operate with others to improve customer service

P5 keep your commitments made to others

P6 make others aware of anything that may affect plans to improve customer service

Monitor your own performance when improving customer service

P7 discuss with others how what you do affects customer service performance

P8 identify how the way you work with others contributes towards improving customer service

Monitor team performance when improving customer service

P9 discuss with others how teamwork affects customer service performance

P10 work with others to collect information on the team's customer service performance

P11 identify with others how customer service teamwork could be improved

P12 take action with others to improve customer service performance

### Knowledge and understanding

You need to know and understand:

- K1 who else is involved either directly or indirectly in the delivery of customer service
- K2 the roles and responsibilities of others in your organisation
- K3 the roles of others outside your organisation who have an impact on your services or products
- K4 what the goals or targets of your organisation are in relation to customer service and how these are set
- K5 how your organisation identifies improvements in customer service

Developed by: SkillsCFA

Version: 2

Date approved: January 2013

Indicative review date: January 2016

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFACSD8

Relevant occupations: Customer Service Occupations; Deputy manager, manager, department controller, pit boss, inspector; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Ticketing Occupations; Admissions; Box Office; Visitor Services; Booking Office;

Suite: Customer Service (2013); Gambling; Cultural & Heritage Venue Operations; Ticketing

Key words: customer service; contact centres; developing; improving; communication; problem solving; behaviours; work with others; teamwork; giving information; receiving information; services; products; gambling; venue; Ticketing; Customer; Communicate; Box Office; Admissions; Visitor

## CFAM&LEB2

### Obtain physical resources

#### Overview

This standard is about obtaining the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility. This standard is relevant to all managers and leaders who are responsible for obtaining the physical resources in their area of responsibility. This standard is the precursor to CFAM&LEB3 Manage physical resources and links to the other standards in key area EB Manage physical and technical resources.

#### Performance criteria

You must be able to:

- P1 Engage those who use resources in identifying and obtaining the resources required.
- P2 Evaluate past patterns of resource use and trends and developments likely to affect future demand for resources.
- P3 Prepare specifications for the resources required.
- P4 Identify the range and quantity of resources required for the planned activities in your area of responsibility, including likely contingencies.

- P5 Identify sustainable resources and ensure their effectiveness and efficiency.
- P6 Make the business case for the resources required, clearly showing the costs involved and the expected benefits.
- P7 Agree appropriate adjustments to your planned activities, where the required resources cannot be obtained in full.
- P8 Work with suppliers to ensure they deliver resources of the required quality on time.
- P9 Negotiate with colleagues over the use of shared resources, taking into account the needs of the different parties involved and the overall objectives of your organisation.

### **Knowledge and understanding**

You need to know and understand:

#### General knowledge and understanding

- K1 Why it is important to engage those who use resources in identifying and obtaining resources, and how to do so.
- K2 How to identify the range and calculate the quantity of resources required to carry out planned activities.
- K3 The importance of using sustainable resources and how to identify such resources and ensure their effectiveness and efficiency.
- K4 How to carry out cost-benefit analyses.
- K5 How to make a business case.
- K6 How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.
- K7 How work with suppliers to ensure they deliver resources of the required quality on time.
- K8 How to negotiate the use of shared resources with colleagues to optimise resource use for all concerned.
- K9 The potential impact of resource use on the environment and actions you can take to minimise any adverse impact.
- K10 Risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.

#### Industry/sector specific knowledge and understanding

- K11 Industry/sector requirements for managing physical resources

#### Context specific knowledge and understanding

- K12 Past patterns of resource use in your area of responsibility and how to access this information.
- K13 Trends and developments that affect future demand for resources in your area of responsibility and how to evaluate the likely impact of these.
- K14 The planned activities in your area of activity and possible contingencies.
- K15 Actual and potential suppliers of the resources you need.

### **Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Find practical ways to overcome obstacles
- 3 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 4 Act within the limits of your authority
- 5 Prioritise objectives and plan work to make the effective use of time and resources
- 6 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 7 Make effective use of existing sources of information

- 8 Check the accuracy and validity of information
- 9 Seek to understand people's needs and motivations
- 10 Create a sense of common purpose
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Work towards win-win solutions
- 13 Identify the range of elements in a situation and how they relate to each other
- 14 Identify the implications or consequences of a situation
- 15 Take timely decisions that are realistic for the situation

### Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Analysing
- Communicating
- Contingency planning
- Evaluating
- Forecasting
- Information management
- Involving others
- Negotiating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Reviewing
- Risk management

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LEB2

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal technology

Key words: Management & leadership; obtain physical resources

## CFAM&LFA2

### Implement operational plans

#### Overview



Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. This standard is about implementing that operational plan. This standard is relevant to managers and leaders who are responsible for implementing operational plans in their area of responsibility. This standard links closely to CFAM&LBA9 Develop operational plans and CFAM&LFA1 Implement and evaluate strategic business plans.

**Performance criteria**

You must be able to:

- P1 Communicate your operational plan in ways which gain the understanding and support of those involved and other key stakeholders.
- P2 Delegate responsibilities for achieving operational objectives to individuals and gain their commitment to these.
- P3 Make available the resources required to achieve the objectives in your operational plan.
- P4 Hold people to account for the achievement of the operational objectives delegated to them and require them to explain variances and propose action to address significant variances.
- P5 Employ reliable indicators and methods for monitoring progress against your plan at agreed intervals.
- P6 Evaluate variances from your plan and the reasons for significant variances.
- P7 Adjust your plan or the deployment of people and resources to take account of significant variances, availability of people and resources, or changes in your organisation’s strategy.
- P8 Inform those involved of adjustments to your plan and help them make changes to their own plans.
- P9 Evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement.

**Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

- K1 Principles and methods of effective communication and how to apply them.
- K2 Principles and methods of delegation.
- K3 How to hold people to account for the achievement of objectives.
- K4 How to use resources effectively to achieve objectives.
- K5 How to consult with colleagues and other key stakeholders.
- K6 Indicators and methods for measuring progress against plan and evaluating the implementation of plans.
- K7 How to monitor and control operational plans to achieve their objectives.
- K8 How to evaluate the implementation of plans and identify and share the lessons learned

Industry/sector specific knowledge and understanding

- K9 Legal, regulatory and ethical requirements in your sector.
- K10 Trends and developments in your sector.

Context specific knowledge and understanding

- K11 Trends and development in your organisation’s operating environment.
- K12 The overall vision of your organisation and the goals you are responsible for achieving.
- K13 Individuals in your area of responsibility, their roles, responsibilities, competences and potential.
- K14 Your organisations key stakeholders and their interests.
- K15 Sources of information you can use to monitor and evaluate plans.
- K16 Procedures for reporting and making recommendations.

**Behaviours**

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Reflect on your experiences and use the lessons to guide your decisions and actions
- 5 Act within the limits of your authority
- 6 Refer issues outside the limits of your authority to appropriate people
- 7 Prioritise objectives and plan work to make the effective use of time and resources
- 8 Clearly agree what is expected of others and hold them to account
- 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 10 Create a sense of common purpose
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Identify the implications or consequences of a situation
- 13 Take timely decisions that are realistic for the situation

### **Skills**

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Delegating
- Evaluating
- Influencing
- Monitoring
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reflecting
- Risk management
- Setting objectives

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LFA2

Relevant occupations: Managers and Senior Officials; Operations Manager

Suite: Management and leadership; Animal technology

Key words: Management & leadership; implement; operational plans



## APPENDIX 3 - ASSESSMENT TEMPLATE DOCUMENTS

### 3A: Sample Form

#### Assessment plan and review

Candidate name:

Employer/location:

Date:

Qualification:

Unit(s):

Elements:

Assessor:

Period of Review:

(should not normally exceed 12 weeks)

Proposed Date for next review:

**Part 1 – Activities / Tasks / Learning / Training** undertaken since last review:

**Part 2a – Progress to date** specifying units/elements/modules achieved to date (the progress recorded **must** tie in with the associated **Summary of Achievement Record**):

**Part 2b – Identified **barriers**** to progress (please detail here any issues relating to the programme delivery, which have impacted negatively on progress e.g. attendance times, learning difficulties, suitability of training/learning materials, physical barriers to participation, health issues, attitude etc):

\*

**Part 2c** – Solutions proposed to address the above barriers:

<p><b>Part 3</b> – Agreed ‘<b>assessment planning</b>’ &amp; action required for the next review (<u>proposed methods of evidence collection must be recorded &amp; proposed assessment methods must be selected</u>):</p> <p><i><b>N.B.</b> Methods of evidence collection may include: either hard copy records or electronic records such as audio recordings, scanned documents, photographs etc.</i></p>	<p>Element:</p> <p>Proposed Assessment Methods/Sources of Evidence:</p>							
	CrossRef	RPL	OBS	Questioning	PS	WR	D	WT
<p align="center"><b>Key: Assessment Methods/Sources of Evidence</b></p> <p><b>CrossRef</b> = Cross Referencing    <b>RPL</b>= Recognition of Prior Learning  <b>OBS</b> = Observation                    <b>PS</b> = Personal Statement  <b>WR</b> = Work Record                    <b>D</b> = Discussion  <b>WT</b>= Witness Testimony</p>								



**Part 4** – Additional comments / issues (e.g. health & safety issues):

**Part 5** – Candidate comments/feedback/evaluation:

**Part 6** – Employer comments on progression and achievement noted in **Part 2a**:

**Part 7** – Assessor Feedback/Assessment Judgements/Decisions/Outcome

Candidate Signature: ..... Date: .....

Assessor Signature: ..... Date: .....

Employer Signature (where present): ..... Date: .....

Employer Name and position: .....

### 3B: Sample Form

#### Assessor report

<b>Qualification:</b>	
<b>Candidate:</b>	
<b>Assessor:</b>	
<b>Date:</b>	
<b>Unit/ element:</b>	
<b>Location/ circumstance:</b>	
<b>Details of observation/ question/ answers/ discussion</b>	<b>Ref</b>
<b>Details of observation/ question/ answers/ discussion</b>	<b>Ref</b>
<b>Details of observation/ question/ answers/ discussion</b>	<b>Ref</b>
<b>Assessors comments</b> (state whether candidate is competent)	
<b>Assessor signature</b>	
<b>Candidate signature</b>	

**3C: Sample Form  
Witness testimony**

Qualification: .....

Unit: .....

Element(s): .....

Candidate Name: .....

Witness Name: .....

Witness Contact Details: .....

.....

Describe your qualifications/ experience:

.....

.....

.....

Describe your relationship with the candidate:

.....

.....

Date of evidence: .....

**Testimony and comment on candidate's performance**

.....

.....

.....

.....

.....

.....

.....

Witness Signature & Date: .....

Candidate Signature & Date: .....

Assessor Signature & Date: .....

**3D: Sample Form**  
**Candidate personal statement**

<b>Qualification:</b>		
<b>Candidate name:</b>		
<b>Element(s)</b>	<b>Date</b>	<b>Statement / evidence</b>
Candidate's signature:		
Assessor's signature:		
Date:		



## APPENDIX 4 - ASSESSOR TEMPLATE DOCUMENTS

### 4A: Sample Form

### Element achievement record

<b>Candidate name:</b>											
<b>Qualification:</b>											
<b>Unit title:</b>											
<b>Element(s):</b>											
<b>Assessor:</b>											
Evidence ref:	Evidence description *	Location **	Performance criteria					Knowledge and understanding			

**\*Key: Assessment Methods/Sources of Evidence**

**CrossRef** = Cross Referencing     **RPL**= Recognition of Prior Learning     **OBS**= Observation  
**Q&A**= Questioning   **PS**= Personal Statement     **WR** = Work Record     **D**= Discussion  
**WT**= Witness Testimony

*\*\*Should refer to whether the evidence can be found in the portfolio ('PF') or elsewhere, if so state location of evidence*

**4B: Sample Form**  
**Unit progress record**

<b>Qualification:</b>		
<b>Unit title:</b>		
I confirm that the candidate has been assessed as competent for this unit		
Assessor name	Assessor signature	Date
I confirm that I have been assessed as competent and that the evidence produced is from work that is all mine		
Candidate name	Candidate signature	Date
I confirm that I have internally verified this unit and confirm that the candidate is competent (this section must be completed where the assessor is unqualified)		
IV name	IV signature	Date



## APPENDIX 5 - INTERNAL VERIFIER TEMPLATE DOCUMENTS

### 5A: Sample Internal verification Strategy

This document indicates what may be covered as part of an internal verifier's strategy. An effective internal verification strategy ensures:

- A forum for discussion of borderline cases
- Assessor networking and sharing of good practice
- Valid, reliable and consistent training and/or assessment
- Recorded assessment decisions which are appropriate, consistent, fair, transparent and equitable
- Clarity for candidates about assessment requirements
- Effective preparation and presentation for external verification
- Reduction in level of direct external verification scrutiny

To underpin the IV/ verification process a plan of internal activity should be developed indicating

- what will happen
- when it will happen
- who will be involved

New instructors/assessors must:

- a) be supplied with assessment and materials
- b) clearly understand assessment requirements and procedures

All assessors must:

- a) know the name of the person who will manage the IV process and the name of the IV
- b) know how IV/ verification will happen, when it will happen and who will be involved
- c) be informed about issues raised through previous internal and external quality assurance

#### **On Course Monitoring**

The IV should:

- a) Sample assessments to ensure that:
  - feedback to candidates is clear and constructive
  - teaching and assessment activities are standard and appropriate
  - assessment decisions are fair and consistent
  - teaching and assessment records are clear
- b) Undertake standardisation activities
- c) Ensure candidates understand assessment requirements



- d) Provide advice and support for Assessors and share good practice
- e) Identify good assessment practice
- f) Record internal verification activities and findings, list action points and report to instructors/assessors and the EV
- g) Liaise with the EV as necessary

### **End of Course Checking**

The IV should:

- a) monitor progress against previous action points
- b) ensure assessment records are complete and accurate
- c) ensure evidence of achievement is appropriate and standardised
- d) record internal verification activities and findings, list action points, and report these to assessors and the EV

### **Guidance on Sampling and Record Keeping**

#### **What do IVs/IVs sample and why?**

IVs are responsible for monitoring the quality of assessment, hence the need for them to sample assessment practices and decisions. It is not usually possible or necessary to verify every aspect of assessment at each internal verification. A properly selected representative sample should identify any issues with assessment practices and decisions.

#### **Selecting a sample**

To select a representative sample, IVs must take account of factors which may impact on the quality of assessment. These factors are used to define a sampling strategy that determines the size of the sample and enables judgements to be made.

Key factors to consider are:

- Sites of delivery
- Number and experience of Assessors
- Number of courses/assessments
- Previous IV actions/recommendations
- Assessment methods
- Special arrangements
- EV recommendations
- Borderline cases
- Anything else that you think might impact on assessment decisions

The sample should include an element of random selection by the IV. It is not necessary to sample across every aspect of the programme at each event but the plan should seek to cover everything over a period of time, e.g. 3 years.



**Which records should be kept?**

Records of internal quality assurance/ verification must be kept and made available to the EV during monitoring visits. These should demonstrate that the internal verification procedures have been carried out. IVs should record two sets of information:

1. The sample taken by the IV
2. The comments and feedback to the Assessor following the sampling exercise, showing any recommendations or action required and how this was resolved.

There is a sample form shown below that you may use or adapt to suit your own requirement.

**5B: Sample Form**  
**Internal verification - sampling assessment decisions**

**Unit/qualification:**

**Location:**

**Assessor name:**

Candidate Name	Sampling element <sup>1</sup>	Was the assessment method appropriate?	Is there sufficient evidence that outcomes have been met?	Is the evidence appropriate for the level?	Comments
<b>Comments</b>					

**Signed:** (IV) **Date:**

**Signed:** (Assessor) **Date:**

<sup>1</sup>Was this a learning outcome across candidates, or a whole unit or one method of assessment?

## 5C: Sample Form

### Internal verification – observation of assessors

Internal Verifier's Name: .....

Assessor's Name: .....

Candidate's Name: .....

Qualification Title: .....

Unit Assessed: .....

Element Assessed: .....

Date of Observation: .....

Location of Assessment: .....

<b>Prior to the assessment had the Assessor:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
Developed a written Assessment Plan for the candidate			
Checked that the facilities, resources and information required for the assessment were available and ready for use			
Briefed the candidate on how the assessment would take place and what would be assessed			

<b>During the assessment did the Assessor:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
Conduct the assessment unobtrusively without interfering with the candidate's performance			
Encourage the candidate to satisfy the specified Assessment Criteria			
Ask questions clearly in an encouraging tone and manner without leading the candidate			
Ensure that sufficient questions were asked and that they were justifiable and relevant to the Unit assessed			

<b>During the assessment did the Assessor (continued):</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
Ensure that the atmosphere created during the assessment was pleasant and conducive			
Clarify and resolve any concerns that the candidate had during the assessment			
Clearly inform the candidate of the assessment decision i.e. 'achieved' or 'requires further practice'			
<b>After the assessment did the Assessor:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>



Provide feedback that was clear, constructive, met the candidate's needs and was appropriate to his/her level of confidence			
Encourage the candidate to comment on the assessment decision and how he/she was assessed			
Complete the Unit assessment documentation and ensure it was fully signed and dated			

**Overall feedback to Assessor:**

**Assessor's comments on the IV's feedback:**

Assessor's Signature: .....

Date:.....

Internal Verifier's Signature: .....

Date:.....